DOCUMENT RESUME

ED 055 759 RE 003 876

AUTHOR	Hill, Walter R.; Bartin, Norma G.
TITLE	Secondary Reading Programs: Description and Research. ERIC/CRIER Reading Review Series.
INSTITUTION	Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
REPORT NO	Bibl-30
PUB DATE	Jul 71
NOTE	74p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies; Junior High Schools; Program Descriptions; *Reading Programs; Reading Research; *Secondary Grades; *Surveys

ABSTRACT

One of the ERIC/CRIER Reading Review Series, this bibliography contains 145 citations and informative abstracts which sample representative sources concerning the growth and present status of secondary reading. The bibliography is divided into four parts, each beginning with a brief explanation and discussion of the included entries. Part 1 includes 25 surveys of secondary reading programs. Part 2 consists of the description and evaluation of 50 programs divided into eight categories: multiphase, developmental classroom settings, corrective-remedial, content area emphasis, individualized, laboratory, disadvantaged, and special emphasis. Part 3 presents 40 comparative or experimental studies of programs published during 1955-1969, with junior high programs and senior high programs listed separately. Authoritative discussions of programs, including a number of summaries of research reviews and pertinent literature, form Part 4 of the bibliography. Abstracts in this part are limited to identifying general topics or arguments treated by the source. Finally, an author index, appendixes giving ordering information, and a list of available bibliographies of the same series are included. (AW)

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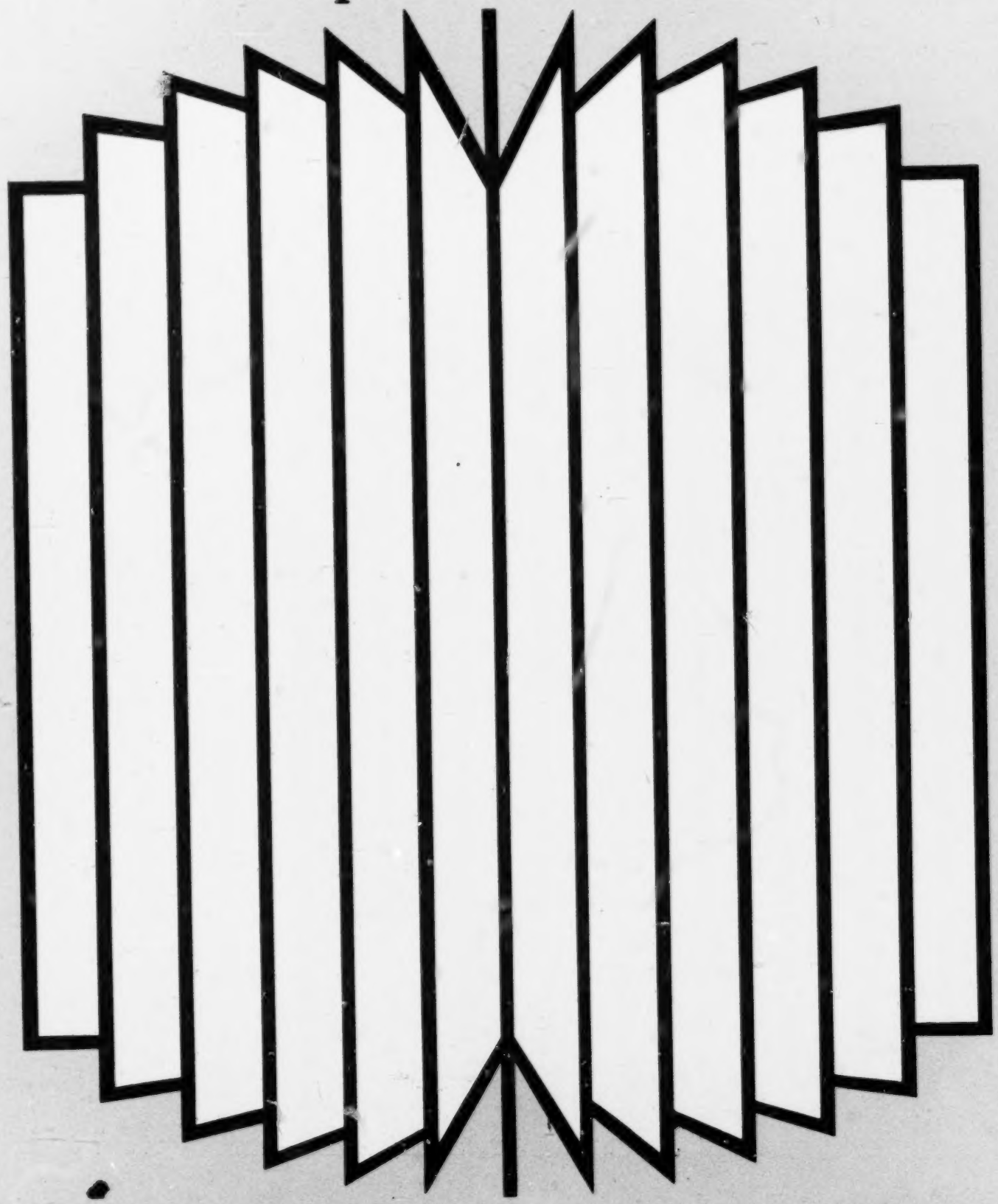
Secondary Reading Programs: Description and Research



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ERIC Clearinghouse on
Retrieval of Information
and Evaluation of Reading

READING
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ERIC/CRIER READING REVIEW SERIES

Bibliography 30

Secondary Reading Programs: Description and Research

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OFFICE OF EDUCATION

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July 1971

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ED052124

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Information on the ERIC System

ERIC

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ERIC/CRIER

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> ...research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

Introduction

A substantial body of literature and some research have accumulated in the relatively short history of secondary reading instruction. Within this larger scope of secondary reading literature, it is sometimes difficult to sift out those data sources which provide salient information on the organized reading program. This bibliography provides a set of annotations which sample representative sources concerning the growth and present status, the description and evaluation, comparative research, and authoritative comment on secondary reading programs.

Focus and Delimitation of the Bibliography. Report and discussion of organized reading activity at the secondary level have appeared in the literature with increasing frequency during the past two decades. Relatively little can be found prior to 1940. The key term here is "organized," implying some planned system of instruction and/or learning activity consciously effected to meet certain objectives of pupil reading improvement. It was our experience that any focus broader than this failed to screen out a number of vague, ambiguous references to incidental reading activity in the secondary school. A more stringent interpretation of program--e.g., in terms of specifically stated objectives and related curriculum, budget, facilities and materials, trained staff, systematic evaluation, etc.--tended to eliminate all but a small number of program reports.

An illustration taken from one of the earliest surveys of secondary reading instruction (NEA: 1942) reveals both the difficulty of maintaining a precise delimitation of focus and the greater problem of differentiation which occurs if such delimitation is not imposed. In this NEA survey, an unspecified number of secondary principals were asked to respond to a questionnaire concerning their school's effort in secondary reading. Of the 2,275 responding, 2,110 reported provision for reading was made in their school. A further investigation of the findings reveals that 80 percent of such provision was assumed to be a regular function of the content area teacher. At the same time, the reports of these principals indicated that in only 10 percent of these schools could the instructional staff be considered as "interested" in reading improvement or development! With the emergence of specific function reading programs, this ambiguity has lessened. However, it still exists in many sources appearing in the last decade.

It became necessary to delimit the focus of the bibliography. Four criteria were employed in this conscious effort. To avoid such ambiguity as illustrated above, only those articles, research reports, and other publications which clearly indicated they dealt with reading instructional or developmental efforts which went beyond vague or incidental contact with reading were considered. Secondly, the compilers attempted to limit the annotations to those reports which included sufficient detail to be useful to the reader. We found, however, that many treatments of secondary reading programs failed to supply salient detail

about the mechanics and substance of the program. The second criterion was liberalized in order to include some reports with useful detail, research findings, or unique program elements, even if they did not provide a thorough description of the program.

A third consideration was that the program appeared at the secondary school level; "secondary" was defined as any educational setting intended for pupils in any or all of grades seven through twelve. The fourth criterion considered the recency and availability of the published source. Unless historical factors were a particular issue, such as in the surveys, the emphasis was placed upon descriptions and research which appeared in the last fifteen years. Similarly, if an article or dissertation proved difficult for the compilers to obtain, it was assumed that most professional reviewers would encounter difficulty in securing it. Finally, no special emphasis was placed upon secondary reading efforts labeled as programs for the "disadvantaged" student. Several annotations of some programs of this nature are included as a part of the normal sampling of available secondary programs. However, we felt that this type of program deserved more complete and critical analysis than could be given in the broader secondary reading program focus of this bibliography.

As a result of this screening, 145 sources were located, annotated, and organized into the following parts.

Part I--Survey Studies of Secondary Reading Programs
Part II--Description and Evaluation of Individual Programs
Part III--Descriptive-Comparative and Experimental Research
Part IV--Authoritative Discussion of Secondary Programs

The surveys in Part I are presented in chronological order of their appearance in print. The sources presented in the other three parts are arranged alphabetically by the last name of the writer or researcher. To aid the researcher looking for specific references, an alphabetically organized bibliography of all sources annotated in this bulletin is included in the final section, "An Alphabetical Index of the Annotated Sources."

Screening Procedures and References Utilized for the Bibliography. Initial procedures and a representative bank of sources were drawn from a previous review effort conducted by one of the compilers (Hill: 1965). Next, a content screening was made of the reading-centered journals and those secondary journals with a history of publishing articles on reading. A third step involved a review of available doctoral research pertinent to secondary reading programs. Of particular value here were such sources as (Fay, et al: 1964) "Doctoral Studies in Reading, 1919-1960," Bulletin of the School of Education, Indiana University, 40, 1964, and the ERIC/CRIER reference series Recent Doctoral Dissertation Research in Reading 1960-65 (ED 012 693), 1966-68 (ED 028 055), and 1968-69 (ED 035 793). Finally, a cross-checking was made by utilizing

pertinent bibliographies, reviews, and summaries such as: the Bliesmer summaries presented in the National Reading Conference Yearbooks (1954 et seq.), the "Summary of Investigations Relating to Reading" (Gray-Robinson-Weintraub-Smith sequence), the Robinson-Rauch "High School Reading" summaries (Robinson: 1960 et seq.) as well as a number of ERIC/CRIER publications: e.g., Recent Reviews and Bibliographic Resources for Reading Research (ED 013 344), Trends and Practices in Secondary Reading: A Companion Bibliography (ED 024 650), IRA Conference Proceedings Reports on Secondary Reading (ED 013 185), Selected Research Related to Teaching Reading in the Secondary School 1900-1960 (ED 010 757) and 1961-63 (ED 010 758).

In spite of these efforts, some good descriptions and research reports undoubtedly were overlooked. We are properly humble and penitent, if this be the case. It was our intent to provide a review which was reasonably thorough and representative of this somewhat ubiquitous area of reading concern. We will be satisfied if it assists the researcher in this area, stimulates further investigation, and provides some basis for a much needed critical analysis of secondary reading program practices.

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The authors wish to express their appreciation to Miss Suzanne Provo for assistance in the compilation of sources.

Part I--Survey Studies of Secondary Reading Programs

Twenty-five abstracts of surveys of secondary reading programs are presented in this section. Sixteen were located in general professional publications, and nine appeared in dissertation form. Collectively, these surveys span nearly three decades (1942-69), the period which encompasses the significant development of secondary reading programs in the U.S. The frequency of surveys in recent years reflect a growing concern with secondary reading; all but five were carried out during the 1960's, and nine of them have appeared in the 1965-70 period. A listing of the twenty-five summaries is presented in Table I.

In order to facilitate chronological comparison, the surveys are presented in their sequential order of appearance. The publication date was used because some surveys did not indicate clearly their period of investigation. Typically, however, they were published within a year of data gathering. The earliest survey (NEA: 1942) includes a number of detailed tables of results gathered on a sizable sample. It is questionable whether this was a representative sample. But if this limitation is kept in mind along with a somewhat ambiguous interpretation of "program" in some of the findings, it provides a useful data base against which to compare later findings. Two pairs of surveys (Smith-Geake and Simmons-Martin) are of the replicated pattern. It is fortunate that the two most recent surveys presented (Farr, et al, and Bowren) are quite thorough and analytical in their interpretations. Unfortunately, these are state rather than national surveys.

The geographical target areas of these surveys are notable in themselves. Only six were national in scope, and it is doubtful that these were representative of the nation's secondary reading programs. Three were regional or multi-state surveys; all from the midwestern section of the U.S. Fourteen were state sample surveys. Of these, three attempted to get responses from all state secondary schools. Pennsylvania reported an individual high of three surveys, an obvious reflection of the action generated by a state mandated reading program for junior high schools. Two surveys sampled only portions of a state. Perhaps only the Midwest could be considered as adequately sampled in terms of frequency of investigation. As far as reporting of survey research of secondary programs is concerned, the populous eastern section of the U.S. is inadequately represented, and very little comparative data is available for the southern or northwestern sections of the country. We do not have one recent survey which provides the basis for interstate or regional comparisons of secondary reading programs.

The design framework by which these surveys were conducted carries some impact for interpretation of results. The common practice was to develop status type questionnaires composed of items drawn from a review of literature, previous research findings, and/or checked against authoritative statement or a panel of experts. The resulting questionnaire instruments varied greatly in size and specificity (from five to

one hundred fifty items.) Major areas of concern included history and organizational pattern of program, staffing, funding, student population served, program content, administrative problems, projected plans, and evaluation procedures. Twelve surveys were directed at the general secondary setting. Others were more restrictive in their target; junior high (5), senior high (3), remedial (2), as well as several individual concerns such as summer, Negro, and English department programs.

Typically, the questionnaires were mailed to the sample. Three studies employed the questionnaire in interview contact as the primary source of data, and seven used interviews or other more intensive contact as a follow-up to the original mail survey. In most cases, the reports consisted of simple frequency or percentage of response to the selected items of the questionnaire. Several of the questionnaires included items of program evaluation or cross sectioned by school size or type of program which permitted cross-item analysis of findings. In too few studies were the results examined for chance probability of response.

The usefulness of survey research is highly dependent upon the assumptions that the gathered data are individually valid and collectively representative. It is recognized by most experts on normative survey research that questionnaire surveys are vulnerable to response inaccuracy--either through respondent bias or item misinterpretation. The probability of this difficulty is increased when the respondents are not restricted to a carefully defined group and when the respondents are not prepared to make somewhat technical evaluation. This can be the case when a busy school superintendent or principal describes the specific functions or evaluates the relative success of a reading program. Semantic difficulties, even among trained reading personnel, are sources of potential error when the profession lacks concensus in its terminology; e.g., the definition of "remedial" reading or "developmental" reading in the secondary setting. It is pertinent that two researchers found it necessary to mention that initial questionnaire responses were inconsistent with evidence gained through follow-up interviews!

These and other intrastudy problems of interpretation must be considered in interpreting these survey findings. Furthermore, intercomparison of specific results from two or more surveys must be qualified by differences in sampling, instrumentation, and data analysis.

Nevertheless, controlled survey research, even of the mailed variety, serves a necessary and useful function in program research. Probably, it is less susceptible to error than historical-comparative review of individual program descriptions appearing in the literature. If the reviewer is quite aware of conditions under which the survey was conducted, and if great reliance is not placed upon the specificity of findings, the comparative results may be used to determine trends in the development of secondary reading programs. Surely the most notable implication is that a specific, carefully developed, rigorously effected survey of a representative national sample of secondary reading programs is needed badly.

TABLE I. SUMMARY LISTING OF SECONDARY SURVEYS

	Author	Date	Target Area	Source
1.	NEA	1942	U.S.; Secondary	Administrators and Reading teachers
2.	Witty and Brink	1949	U.S.; H.S. Remedial	Not specified
3.	Buck	1955	New York; Jr. High	Professional staff
4.	Smith	1956	Michigan; Secondary	Principals
5.	Early (Viox)	1957	U.S.; Sr. High	Not specified
6.	Baughman	1960	Illinois; Jr. High	Not specified
7.	Patterson	1961	Mass.; Sr. High	Not specified
8.	Grissom	1961	Illinois; Secondary	Principals and Staff
9.	Geake	1961	Michigan; Secondary	Principals
10.	Hutchison	1961	Wisconsin; Secondary	Principals, English teachers, and Method teachers
11.	Madeira	1961	Penn.; Jr. High	Not specified
12.	Hall	1961	Mississippi; Negro Secondary	Principals
13.	Cawelti	1963	Mid-West; Sr. High	Principals and Staff
14.	Simmons	1963	Upper Mid-West; Secondary	Administrators
15.	Ellis	1963	Bucks Co., Penn.; Jr. High	Principals and Staff
16.	Means	1964	West. Penn.	Administrators and Reading teachers
17.	Walls	1965	U.S.; Remedial	Administrators
18.	Squire	1965	U.S.; English Program	Department heads and Observers
19.	Gordon	1968	Indiana; Jr. High	Administrators and Interviewers
20.	Martin	1969	Upper Mid-West; Secondary	Administrators
21.	Graham	1969	California; Secondary	Not specified
22.	York	1969	U.S. State Capitals Summers Programs	Superintendents
23.	Larson	1969	Minnesota; Secondary	Principals and Staff
24.	Farr, et al	1969	Indiana; Elementary and Secondary	Principals and Staff
25.	Bowren	1970	New Mexico; Secondary	Administrators and Interviewers

National Educational Association. "Reading Instruction in Secondary Schools," Research Bulletins, 20 (January 1942) 1-48.

This bulletin presents the results of one of the earliest substantial surveys of secondary reading programs, and reflects the replies by a nation-wide sample of 2,275 secondary principals and from 320 teachers rated as doing outstanding work in secondary reading. Specific results are presented in eleven tables. Some of the general findings: (1) 46 percent of principals reported reading difficulty as one of the most acute school problems, and only 2 percent felt it was not a problem in their schools; (2) most principals felt the majority of their teachers were not alert to reading and its problems; (3) 587 schools had given special attention to reading problems, mostly within the past 5 years; (4) three-fourths provided this special attention in regular classes, generally English; (5) special attention in corrective or remedial classes increased with size of school from 19 percent (below 100 pupils) to 65 percent (over 1,000 pupils); (6) senior high or total secondary programs outnumbered junior high in secondary special attention to reading problems, but junior high schools reported somewhat greater attention to developmental reading aid in regular classes; and (7) most principals considered their programs as merely beginning and rated them as merely fair in results.

Witty, Paul and Brink, W. G. "Remedial Reading Practices in the Secondary School," Journal of Educational Psychology, 40 (April 1949) 193-205.

This article reports on a 1947 study of objectives, materials, and procedures of diagnosis, instruction, and evaluation of remedial reading programs in large American high schools. Questionnaire returns were obtained from 109 in a sample of 400. In addition to a number of specific findings, certain general conclusions were made: (1) program objectives and content emphasized vocabulary development, basic comprehension, and rate improvement as well as concern for extending interest in reading; (2) classroom teacher recommendations figured prominently in selection of pupils; (3) diagnosis and evaluation drew upon standardized reading surveys and reading teacher assessment; (4) programs dealt mainly with pupils retarded by 2 or more years; (5) most pupils improved in programs but need was expressed for total school emphasis; (6) of the 126 reading teachers involved, only 28 worked full time in the program; (7) most of the reading teachers were recruited from the regular school staff and had minimal training in reading.

Buck, Donald L. The Status and Characteristics of Seventh and Eighth Grade Reading Instruction in New York State Public Schools as Revealed by the Opinions of Professional Staff Members. 177 p. (Ed.D., Syracuse University, 1955) Dissertation Abstracts, 15, No. 9, 1568-69. Order No. 55-2080, microfilm $2.21 from University Microfilms.

A questionnaire survey of 103 representative schools covering the four types of school organizations in which seventh- and eighth-grade pupils are found, a wide range of school sizes, and all geographical and ecological areas of the State was made. Conclusions include: (1) organized reading programs found at earlier school levels appear on a very diminished scale at the seventh- and eighth-grade level; (2) reading programs, both developmental and corrective, largely are a function of the English program; (3) organizational school pattern, size of school, and geographical area were not significant factors except that larger junior high schools in well-to-do urban communities provide more thorough programs; (4) reading instruction at this level appears to be contingent upon the quality of school administrative leadership and the initiative of individual staff members; (5) most reading staff members at this level are inadequately trained in reading; and (6) few content teachers make individual provision for reading improvement.

Smith, E. D. P. "The Status of Reading Instruction in Michigan Public High Schools," University of Michigan School of Education Bulletin, 27, 91-94. (Ann Arbor, Michigan: 1956.)

This 1956 mail survey employed a 20 percent systematic alphabetical sample of high schools of four sizes: 1,000+; 500-999; 200-499; and 0-199 pupils. Questionnaires were returned by 107 (84 percent) of the sample. An average 35 percent of schools reported some type of special provision for reading. Another 7 percent reported plans for programs were underway. Eleven percent reported dropping such programs since 1945, usually due to lack of trained teachers or lack of funds. Some variation existed in the type of provision made: rapid reading courses 8 percent; special classes 33 percent; curriculum modification (English) 14 percent; special teacher 30 percent; and referral to outside agency 14 percent. A scaled response running from "highly pleased" to "disgusted" revealed a mean program evaluation of slightly less than "satisfied." Most satisfactory types of provisions reported were rapid reading courses and special teacher. Special classes offered as "extra" were considered more satisfactory than as substitutes for regular courses. A direct relationship existed between larger size of school and frequency of special attention to reading. The questionnaire used is included in the article. (See Geake survey follow-up, 1961.)

Early, Margaret. "About Successful Reading Programs," The English Journal, 46 (October 1957) 395-405.

This article contains a short report of a survey conducted by Ruth Viox in 1956. A questionnaire was sent to 293 senior high schools in 34 states concerning reading programs in grades 9 to 12. The schools were selected on the basis of leads that they had such programs. Returns from 147 schools indicated that 86 had no program. Of the schools

which did have a program, 32 provided instruction in English classes only, 19 in English and special reading classes, and 10 in special reading classes only. Among the conclusions drawn: (1) no school claimed to have a total developmental program in operation; (2) developmental programs (reading instruction offered to all students) generally appear in the English program; (3) very few schools have attempted a direct attack on reading skills through each academic area; (4) most schools feel the need for remedial or corrective classes; and (5) broad secondary programs need a reading coordinator to guide their development.

Baughman, M. D. "Special Reading Instruction in Junior High Schools," National Association of Secondary School Principals Bulletin, 44 (1960) 90-95.

This report gives basic data gathered in a 1959 questionnaire survey of 269 Illinois junior high schools. Of 133 replies, 64 percent reported special provision for reading instruction. Modal pattern was to schedule specific reading classes at grades 7 and 8. Slghtly more than one-third had teachers with special training. Program emphasis seemed equally divided between remedial, developmental, or some combination of the two. Most programs had been established within the previous 4 years. Major objectives emphasized developing deficient basic skills and correcting faulty habits. English department assumed responsibility in 60 percent of programs. Number of meetings varied from 1 to 10 periods per week; most pupils got instruction from 2 to 5 days a week. A number of specific findings on procedures and materials are included.

Patterson, Walter G. "How to Improve the Reading Skills and Habits of Senior High School Students?" National Association of Secondary School Principals Bulletin, 45 (April 1961) 39-40.

A questionnaire survey was made of the 249 high schools of Massachusetts to determine status of secondary reading programs. A 98 percent return was obtained. Developmental reading programs were reported in 106 high schools. "A number" reported that such a program was in the planning stage. Of the 138 schools not reporting programs, 125 felt such a program would be helpful. The major reasons given for not having such a program included: no provision in budget (85), no teacher available (68), no classroom available (46), and no official approval (46). The high schools with programs obtained reading teachers--from the high school staff (64), from college placement (14), from elementary staff (7), and from varied other sources (15).

Grissom, L. V. "Characteristics of Successful Reading Improvement Programs," English Journal, 50 (October 1961) 461-64.

A two-stage investigation of reading programs in Illinois secondary schools is described. A 1959 survey of 648 schools revealed 107 with reading improvement programs. Fifteen successful programs were selected for more intensive evaluation. Three major program patterns emerged: (1) special classes in remedial reading and English formed by ability grouping, (2) special adjusted instructional reading classes of reduced size for underachievers, and (3) multiple provision programs including remedial and various developmental instructional arrangements. Programs had been in existence from 2 to 15 years with multiple provision programs appearing more frequently among the older programs and the larger schools. Success of programs was attributed to staff interest and cooperation and to efforts to adjust methods and materials to pupil needs.

Geake, R. R. "Michigan High Schools Stress Special Reading Programs," Michigan Education Journal, 39 (November 1961) 262-63.

This brief article presents the results of a replication of Smith's 1956 mail survey. (See earlier entry.) The same questionnaire and the sampling procedure were used. A 90 percent return from the 20 percent systematic sample of representative size public high schools was obtained. The article includes several tables of comparing results of the original and follow-up study. Included among the results and conclusions: (1) approximately half of the Michigan high schools made special provision for reading (an increase of 10 percent); (2) single type programs still dominated but a definite shift to multiple programs appeared; (3) most respondents felt need for such programs; (4) difficulties in initiating and maintaining programs were related to lack of funds and trained personnel (as in the original study) and to lack of space (more significant in 1961); (5) the mean evaluation of programs was satisfactory; and (6) greater relative growth of program provision was seen in the smaller high schools.

Hutchison, Earl J. A Study of Reading Instruction in Wisconsin Public Secondary Schools in 1955 and 1960 with Special Reference to Teachers of English. 226 p. (Ph.D., University of Wisconsin, 1961) Dissertation Abstracts, 22, No. 1, 1921. Order No. 61-5941, microfilm $2.95, xerography $10.35 from University Microfilms.

A comparative study of the status of reading instruction with particular investigation of the preparation and function of English teachers, this survey involved principals, English secondary teachers, and English methods teachers pertinent to practices in Wisconsin secondary schools. The majority of secondary schools revealed little planned emphasis upon reading instruction in 1960--a slight change from virtually no emphasis in 1955. Most 1960 programs consisted of special remedial classes. Principals reported concern with the secondary reading problem, and nearly half felt need for program at all secondary grades. Major problems included lack of teacher preparation in specific techniques

followed by lack of class time, space, and materials. Majority of English teachers reported little or no preparation in reading either in undergraduate or graduate work, and felt inadequate to handle such tasks. English methods instructors reported that they felt a similar inadequacy and indicated little time was spent in methods classes. Little change had occurred between 1955 and 1960, and considerable discrepancy was observed between awareness and actual practice by all professionals.

Madeira, Sheldon. "Reading in Pennsylvania Schools," The Reading Teacher, 14 (May 1961) 314-18.

A report and commentary on the results of a December, 1959 questionnaire sent to 404 secondary schools in the state of Pennsylvania to check on the status of the mandated reading program for seventh- and eighth-grade classes initiated in the 1959-60 year. Responses were obtained from 369 or 37 percent of the secondary schools of Pennsylvania. The report implies that all responding schools had such programs. Half of the teachers staffing such programs had no college training in reading instruction. Only 14 percent had more than 12 semester hours in reading training. Concerning the number of classes the reading teachers taught: 17 percent fewer than 10 per week; 7 percent between 11 and 19; 52 percent 20 to 29; and 24 percent taught 30 or more classes per week. The majority of such classes contained between 30 to 39 pupils. A Department of Public Instruction memo on the survey considers these modal patterns to be excessive. Of the reporting schools, 81 percent favored the mandated approach to initiating reading programs rather than some type of voluntary approach.

Hall, John E. A Design for Organizing and Administering Reading Programs in Consolidated High Schools for Negroes in Mississippi. 152 p. (Ed.D., New York University, 1961) Dissertation Abstracts, 23, No. 4, 1244-45. Order No. 62-3310, microfilm $2.75, xerography $7.20 from University Microfilms.

This multiple purpose study involved the assessment of reading and intelligence of Negro high school students, a questionnaire survey of principals of Mississippi Negro high schools concerning reading problems and programs, and an analysis of the clarity of handbooks intended to aid such administrators. Results indicated that the average student in these high schools (with approximately 7,000 students) was retarded in reading by more than four grade equivalents. All of the 83 percent of principals responding indicated a need for programs and a need for guidance. Procedures for organizing and administering secondary programs were developed as a result of intensive study of 72 selected programs and expert opinion.

Cawelti, Gordon. "Reading Improvement in Selected Mid-Western High Schools," Reading Teacher, 17 (September 1963) 36-37.

This is a brief summary of a 1961 study using interviews with principals and pertinent faculty in 42 selected senior high schools. Of these, 27 (64 percent) provided reading instruction or aid. The majority of these (21 schools) provided instruction in regular class settings--usually in an English class. The general orientation for most programs was corrective or remedial skills instruction for those pupils reading below expected grade performance. Eight schools (30 percent) provided volunteer services regardless of pupil ability. Duration of instruction varied from 3 weeks to 9 months, with remedial help typically extending throughout the school year. Most programs made some use of mechanical instructional aids.

Simmons, John S. Comparison of a Theoretically Sound Reading Program with Current Practices of Secondary Schools in the Upper Mid-West. 313 p. (Ph.D., University of Minnesota, 1962) Dissertation Abstracts, 24, No. 11, 4588. Order No. 64-4083, microfilm $4.05, xerography $14.20 from University Microfilms.

A 40-item questionnaire survey of 127 randomly selected small, medium, and large secondary schools was used to compare present practices with those considered theoretically sound by a number of authoritative sources. The questionnaire treated organization, administration of program, nature of students, and specific instructional practices. Sharp differences were observed between existing programs and professional expectancies. Inconsistencies were noted between earlier and follow-up responses from the same programs. One-third of schools sampled had no program. The majority of programs sampled were considered narrow in scope, rigidly administered, poorly controlled, limited in student contact, remedial in emphasis, and staffed by inadequately prepared teachers.

Ellis, Upshur B. The Initiation of Developmental Reading Programs in the Junior High Schools of Bucks County, Pennsylvania. 207 p. (Ed.D., Temple University, 1963) Dissertation Abstracts, 24, No. 7, 2779-80. Order No. 64-1127, microfilm $2.75, xerography $9.45 from University Microfilms.

The purpose of the study was to critically analyze the circumstances attending the initiation of the junior high programs in this target area. Data were collected by means of interview questionnaire with the principal, reading coordinator, librarian, and a reading teacher in each of the 16 schools. Among the numerous specific findings: (1) larger schools initiated programs earlier than small and prior to state mandation; (2) principals delegated supervisory responsibility, and specialists were needed to initiate and coordinate the programs; (3) instruction tended to be handled by homogeneous classes and usually in

English classes; (4) lack of teacher preparation necessitated inservice training programs in reading; and (5) the most serious problems arose from teacher resistance.

Means, Margaret C. The Status of the State Mandated Reading Program in Secondary Schools of Third and Fourth Class School Districts in Nine Selected Counties of Western Pennsylvania. 200 p. (Ed.D., Pennsylvania State University, 1964) Dissertation Abstracts, 25, No. 11, 6343-44. Order No. 65-4395, microfilm $2.75, xerography $9.00 from University Microfilms.

Questionnaires were sent to school administrators and reading teachers to secure opinions of effectiveness and present functioning of mandated district programs. An interview record form was used with 26 teachers of the 19 selected districts. Results were compared with Department of Public Instruction's Reading Program Survey and against An Administrator's Guide to Reading, prepared by the state as an aid to implementing the mandated program. The researcher concluded that the majority of such programs were operating under minimal requirements, that many subject matter teachers with no training had been assigned to the reading programs, that these teachers were confused about their operations, that the classes are too large, that they operate less than the full academic year, and that administrators were minimally involved.

Walls, David E. Identification and Frequency of Incidence of the Administrative Factors Contributing to the Success of Remedial Reading Programs in School Systems of the U.S. 131 p. (Ph.D., Catholic University of America, 1965) Dissertation Abstracts, 26, No. 4, 2032. Order No. 65-10,008, microfilm $3.00, xerography $6.40 from University Microfilms.

A scaled questionnaire was developed concerning effectiveness of procedures from authoritative sources and trial submission to public school programs in the Washington-Maryland-Virginia area. The questionnaire was sent to 563 public and diocesan schools which provide remedial reading programs. Returns were received from 426. An average of 29 instructional groups was reported by 283 systems. An average of 15 classrooms per reporting schools were given over to remedial activity with an average of 373 pupils per reporting system. Among the practices of better programs listed were centralization of resources, full year operation of program, formulated stated objectives of program, a carefully developed detailed program, explanation of program to parents, and inclusive health services. Significant problems mentioned included difficulty in obtaining trained teachers, lack of materials, lack of facilities, and budgetary limitations.

Squire, James R. "Reading in American High Schools Today," Reading and Inquiry, J. A. Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 468-72.

This is a preliminary analysis of findings pertinent to reading practices in 112 of the 168 highly rated English departments investigated in 45 states as part of the National Study of High School English Programs. The data for this report were gathered from staff site visitations, observations of 1,617 classrooms, analyses by departmental chairmen, and a student questionnaire. The report emphasizes analysis of departmental organization, classroom teaching, and student reading habits. The results reveal a notable discrepancy between existing practices and recommended implementation of reading instruction. Little attention was given to the skills of reading, even to the skills of reading literature, in regular classroom activity. Chairmen reported an average spread of from 2 to 4 percent of class time was given to reading instruction in the upper grades. Corresponding time percentages reported were: 30 to 45 percent on literary content, 20 to 25 percent in composition, and 20 percent to language instruction. Actual observation indicated that reading received attention in only 10 percent of classes. Special reading programs were not of significant impact in most departments, even though 50 percent of the schools employed reading specialists, and classes in remedial reading were found in 39 percent of the schools. The results of the reading habits questionnaire suggest that high school students engage in less free reading than expected, and that free reading content has little correspondence to literary sources taught in classes or contained in high school libraries.

Gordon, William M. A Study of Reading Programs in the Three-Year Junior High Schools of the State of Indiana. 130 p. (Ed.D., Indiana University, 1968) Dissertation Abstracts, 29, No. 6, 1674-A. Order No. 68-17,265, microfilm $3.00, xerography $6.20 from University Microfilms.

A questionnaire was sent to 96 3-year junior high schools in the state. Eleven programs out of the 94 responses were selected for more intensive interview study on the basis of location, size, and nature of community. The findings were compared to an accepted reading program model. Sixty-four junior high schools had formal reading programs ranging from extensive to very modest with a modal pattern of modest. Most programs were remedial in orientation and attended to the needs of a small proportion of the students. Faculty involvement was limited to reading specialists and English teachers. Reading instruction was not an integral part of total school program. Few reading specialists functioned in the role recommended by experts.

Martin, William R. The Impact of Federal Programs of Financial Aid on the Teaching of Reading in Upper Midwest Secondary Schools. 341 p.

(Ph.D., University of Minnesota, 1968) Dissertation Abstracts, 29, No. 10, 3333-A. Order No. 69-6830, microfilm $4.40, xerography $15.55 from University Microfilms.

This 1967 questionnaire survey of selected schools was a follow-up of the Simmons survey completed in 1962. The specific purpose was to investigate the effect of federal aid (and 5 years experience) upon the establishment and improvement of secondary reading programs. The sample for this study included 151 schools which consisted of 7 percent of all schools within the geographical limits. The general and comparative findings included: (1) 78 percent of sample had active reading programs, an increase of 12 percent; (2) a greater number of pupils were being aided; (3) self evaluation of program success revealed an increase in "effective" rating from 25 percent (1962) to 66 percent (1967); (4) reading instruction continued to be centered in reading classes, and directed by nonspecialists; and (5) by 1967, 47 percent of the various programs had expenses offset by federal funds.

Graham, Harold. "Present Practices in Reading Programs in Secondary Schools in California," Journal of Reading, 12 (April 1969) 563-68.

This summarizes findings of a questionnaire survey of 355 schools, one from each secondary school district in California. Of the 303 schools responding, 75 percent had reading programs. Characteristics of these reading programs were (1) 75 percent were less than 5 years old; (2) federal funds were used to organize 72 percent of the programs; (3) 82 percent had special classes in reading, generally stressing remedial basic instruction for an average of 15 pupils; (4) reading labs, centers, or clinics were reported by 66 percent of the schools; (5) 84 percent of the reading teachers claimed training in reading; (6) typical organization was equally divided between individual, small group, and whole class instruction; (7) majority of programs drew heavily upon multilevel reading kits and mechanical aids; and (8) 71 percent reported they felt their programs were successful.

York, L. J. "A Status Study of Summer Reading Programs," Reading and Realism, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 13, Part 1 (1969) 329-32.

This comprises a summary review of the results of a 1967 survey of superintendents in capital cities of the U.S. The two major purposes were (1) to determine the nature of such programs and (2) to assess the influence of federal funding on such programs. A seven-item questionnaire concerning support, pupil eligibility, personnel, kind of instruction, and program evaluation was mailed. A 60 percent return was achieved; 20 superintendents did not respond to follow-up requests. Treatment of data consisted of computed percentages of response. Although most of the

reported programs included multigrade provision, fewer programs included preschool or senior high school pupils. Among the reported results which carry implications for secondary programs: (1) of those responding, 86 percent held summer reading programs; (2) of these, 46 percent reported junior high programs and 40 percent reported senior high programs; (3) 63 percent of these summer programs were supported by federal funds; (4) 64 percent were designed for pupils reading below grade level or economically deprived; (5) eligibility was effected primarily through referral--66 percent by teachers, 40 percent by parents, 26 percent by pupil request; (6) the programs were staffed by classroom teachers supported by a variety of educational personnel; (7) a variety of materials, procedures, and organizational plans were employed; (8) half of the programs included reading within a broader language skills program; and (9) program evaluation was largely effected by staff using achievement tests and attitude surveys.

Larson, Keith L. "Secondary Reading in Minnesota," Minnesota Reading Quarterly, 13 (May 1969) 137-47.

The general purpose of this questionnaire survey was to gain present status of program information needed for administrative decisions and to provide a base for further research. The design utilized a representative geographical sample of 107 school systems. Seventy-three returns (68 percent) were received, which the researcher felt satisfied the general purpose of the study although admittedly it was not an "acutely valid cross section." The questionnaire consisted of 17 items sampling the extent and type of program development, program objectives, evidence of success, needed directions, and philosophy of secondary instruction. The respondents consisted of secondary principals and supervisors as well as reading consultants. Another factor confounding the interpretation of results is the presentation of quantitative data in terms of numbers of schools rather than systems. No total number for schools was given. The researcher's interpretive discussion and the use of specific illustrative quotes from the respondents enhance the meaning and readability of the report, however. The following reflect the general findings mentioned: (1) National Defense Education Act and Elementary and Secondary Education Act funds provided much of the impetus for secondary reading program growth in the state; (2) most respondents: (a) preferred both remedial and developmental programs, (b) preferred both special instruction (usually laboratory setting) and reading impacted content instruction, (c) reflected a disparity of program philosophy and a variety of specific designs, and (d) provided little hard evidence of program success or transfer of learning; (3) greater program intensity was reported for the junior high than for the senior high level as indicated by number of programs, number of specialists employed, and in frequency of both developmental and remedial emphasis at each grade level.

Farr, R., et al. "An Examination of Reading Programs in Indiana Schools," Bulletin of School of Education, 45, 5-92. (Indiana University: 1942.)

This is one of the most thorough state surveys of elementary and secondary reading activity and programs, in terms of sample size and specificity of inquiry, to be reported in the general published literature. As a part of this 1967-68 study, 150-item questionnaires were sent to every junior and senior high school principal with directions to secure assistance from his reading personnel as needed. Follow-up requests took the form of a second questionnaire and then a phone contact for those not returned; 550 or 83 percent of the secondary schools responded. The building principal completed the questionnaire in 93 percent of the returns, a factor which may have some influence upon items drawing upon opinion or requiring specific professional insight in reading. This report includes an extensive set of specific findings--much of it tabular statistics. Consistent with the purpose of the survey, these cluster about the problems concerning program organization, evaluation, impeding needs or changes, experience and training of reading teachers, and the impact of federal funding. Selected general results include: (1) nearly three-fourths of schools had required reading courses at one or more levels, and the majority of these combined developmental and remedial phases; (2) English teachers staffed the majority of programs, but most were not content integrated; (3) most programs were less than 5 years in existence; (4) nearly half of teaching positions were considered to be in developmental reading; (5) most positions had been created by federal funds; (6) most reading teachers were not thoroughly trained or experienced in reading; (7) respondents reported a lack of satisfaction with programs; and (8) major limits to extension of programs was lack of trained personnel and cost of hiring such personnel. The report includes recommendations for program organization, teacher training, and evaluation.

Bowren, Fay F. "The Status of Reading Services in New Mexico Secondary Schools," Journal of Reading, 13 (April 1970) 513-18.

In the spring of 1969, three questionnaires were mailed to each of New Mexico's 217 secondary schools. This was followed by a personal visitation to 30 percent of these schools as identified by a stratified random sample reflecting school size and geographical location. The purpose of the study was to compare existing reading programs with criteria for theoretically sound programs as extracted from the literature and selected expert opinion. This article presents a selected summary of the findings and related interpretation of the data which were gathered in a 1969 doctoral dissertation at the University of New Mexico. Reading programs were identified in 79 schools (37 percent). The majority of non-program administrators felt little need for such programs. Others reported vaguely of efforts provided within the English curriculum. Most programs reported were remedial in orientation. Personnel serving the existing programs were not adequately prepared according to

the criteria of the study. Seventy-six percent would not meet for reading certification standards and 22 percent reported no course preparation in reading methodology. Most had little experience with reading instruction. Funding for most programs came from a combination of Title I and local sources. The researcher concluded that the availability of trained personnel free to establish programs based on research evidence was more important than size of program funds or wealth of district. Recommendations for program improvement were made in eight of the generally inadequate status of New Mexico programs. These emphasized broader school emphasis of reading instruction, administrator education to the problem, training of secondary reading specialists, and tightening of program objectives and related evaluation.

Part II--Description and Evaluation of Individual Programs

Fifty annotated descriptions of secondary reading programs are presented in this section. The great majority of these have appeared in reading or general professional journals since 1960, and contain descriptions of organization, operation, and/or content of conscious reading program efforts at the secondary level. Twenty of the described programs contain some type of evaluation, generally of pupil progress by means of pretesting and post-testing of skills performance. (An E at the end of the bibliographical heading identifies the articles containing program evaluation.)

Nearly 150 presentations of programs were reviewed to arrive at the following selection. During this review it was apparent that secondary programs generally are mixed, if not muddled, in their objectives and content, and this confounds efforts to subclassify them. The lack of a rigorous system of terminology in the field of secondary reading is particularly obvious. For example, a developmental program in one article describes an organization or content not unlike that termed corrective, remedial, laboratory, or individualized in other descriptions. More often than not, the determining force in program organization and content is the type of instructional material available rather than predetermined objectives or a locally developed curriculum guide. And the same workbooks, boxes, and mechanical aids seem to appear in programs with widely different objectives.

However, some sort of division of programs seemed warranted. Due to the selective processes utilized, differences in emphasis among the programs annotated in this section do occur in degree and intent. An unbroken string of program summaries makes for rather deadly review. While no argument is made here for the purity of strains, the subclassifications should be helpful to reviewers looking for particular emphases in secondary programs. Undoubtedly, some programs could be classified in several areas.

The programs were classified by the use of rather simple criteria. A program was identified as "Multiphase" if it described more than one type of organized secondary reading activity, each with its own objectives and content. Although multiphase programs have been advocated by secondary reading authorities for several decades, they are just beginning to appear with some frequency in the secondary setting. Typically this has been an administrative combination of two previously separated emphases--developmental classes and corrective-remedial help in special settings. Most of these function as parallel rather than integrated programs, and none were adequately evaluated. "Corrective-Remedial" programs were combined because of the lack of careful differentiation between these approaches at the secondary level. The major criterion used here was that the program provided special aid for pupils identified as reading underachievers or functional reading problem cases. "Developmental Classes" covered a variety of instructional settings, but

had a common thrust of providing for the reading development for all or most pupils in a grade or school. "Individualized" programs were those which placed a major organizational emphasis upon individual student learning activities. The fact that the instructor might provide aid to individual students during the course of instruction was not considered an adequate criterion distinguishing an "individualized" program.

Programs which consciously provided instruction and practice in reading as a correlated or integrated aspect of content area instruction were classified as "Content Setting." However, the rather widespread practice of implementing developmental reading classes at the junior high level with the English staff and in the English curriculum confounds this type of distinction. In this review, such English class programs were classified as developmental unless the description clearly indicated that the reading instruction was intentionally geared to the language or literature aspects of the classes. "Laboratory Setting" includes reading instruction and practice which took place in a special reading oriented environment usually called the reading lab, center, or clinic. Sometimes it is difficult to distinguish such programs from developmental or corrective-remedial instruction in other settings. However, if the lab setting was significant to the conception and operation of the program, and particularly if it served more than a singular reading function, it was so classified. Programs for the "Disadvantaged Pupil" were identified as those providing special reading help for pupils deprived in language and experiential backgrounds considered necessary for school success. The "Special Emphasis" division includes a mixed bag of programs. These programs in the secondary setting may be short-term and directed toward the college bound. Sometimes they appear as a facet of research or as some special interest of a staff member. Rate improvement programs were not given a special classification because many of the other programs included rate improvement as one of their instructional objectives.

Section 1: Multiphase Programs

Gustafson, Myrtle. "Team Work Provides a Program of Reading Instruction in Secondary Schools," High School Journal, 39 (January 1956) 220-26.

This article presents the activities of a coordinated multiphase reading curriculum for elementary through junior college classes. The coordinated program is outlined along with a brief description of curriculum guides, administrative services, and school-site programs. Objectives of project include the improvement of a total program of instruction and inservice education of teacher, parents, counselors, and administrators.

Johnson, Joseph C., II. "Some Aspects of Two Nonconventional Reading Programs," Reading and Realism, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 13, Part 1 (1969) 342-47.

The article describes how a diagnostic and reading skills facility can implement a multiple-phase attack which: (1) serves as a remedial, corrective, and enrichment center for junior and senior high school students with plus or minus one standard deviation on intelligence and two or more years above or below current grade placement as measured by a measure of silent reading; (2) provides inservice instruction to teachers; and (3) operates as a demonstration program. Children are bussed to the center for 5 hours of regular class instruction each day for a full semester. Emphasis is placed on the development of verbal facilities and basic reading skills. Classroom teachers are released from regular class assignment for observation and supervised teaching in the centers in order to improve their classroom instruction.

Paulson, Leitha; Dorinson, Zena; and Fiedler, Margaret. "Building Reading into the High School Curriculum," Forging Ahead in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 12 (1968) 205-12.

The authors set forth a multiple-reading program for high school freshmen including extensive preschool training for teachers. The services described include: (1) developmental reading lab (running five periodic 1-week sessions for a year) designed to improve vocabulary, comprehension, flexibility, and rate; (2) a reading clinic for severely retarded readers used for diagnosis and consultation; (3) reading consultants to work with teachers in setting up appropriate services for slow learners; (4) learning aid center in which mechanical devices were used in a 6-week program for teaching English as a second language; and (5) a program for culturally disadvantaged children. Commercial materials and machines used are included.

Snap, Alfred. "The Arlington High School Reading Improvement Program," Journal of Developmental Reading, 3 (Summer 1961) 275-79.

Included here is the description of four programs designed to meet pupil needs for improving reading ability. The first program involves freshmen, sophomores, and senior remedial classes incorporated with the English curriculum. The developmental program is generally limited to the college-bound student wishing to improve reading skills. The third and fourth programs involve a 4-week summer session and a 10-week adult reading class. Details of practices, materials, and laboratory facilities are provided.

Stahl, Ottenburg. "Organization of a Secondary Reading Program for a Middle-Size City System," Journal of Reading, 12 (October 1968) 27-32.

A job analysis of a reading coordinator, secondary reading therapist along with suggested criteria for selecting such personnel is provided. The organizational plans for a general developmental, recreational, and remedial program are discussed. The format of the planned reading programs and inservice training in a high school are included.

Sucher, Floyd. "A Paradigm of Two Secondary Reading Programs," National Reading Conference Yearbook, 19 (1969).

A paradigm of two programs to integrate instruction and application of skills into the total high school curriculum is presented. The first, a junior high school program, utilizes content area assignments to teach developmental reading skills, study habits, and research techniques. The effective use of scheduling of study time is emphasized with charts and examples contained in the discussion. The senior high school program is designed for a population compromised of Indian students with limited language experience. It includes the use of content area subjects taught through multilevel materials, study guide outlines, tape recordings, films, and rewritten textbooks. Examples are included.

Section 2: Developmental Classroom Settings

Anderson, J. A. "Seventh-Grade Reading Program," National Association of Secondary School Principals Bulletin, 41 (February 1957) 172-77.

A three-level developmental program for groups of poor, average, and accelerated seventh-grade readers is described. Programs were similar in general design, but each utilized material appropriate to the ability of the pupils and varied in length of operation. Basic content consisted of (1) timed word recognition exercises, (2) controlled reader exercises, and (3) directed reading activities. Statistical comparison of pretest and post-test results for each group are included; gains in rate and comprehension are reported for all groups.

Braw, Martha and Patterson, Walter G. "Reading Improvement in High School," National Association of Secondary School Principals Bulletin, 41 (March 1957) 55-64. (E)

This article evaluates the results of a developmental program for improving vocabulary, reading, and study skills. The entire freshman class (228 students) were heterogeneously grouped in 12 sections meeting

for two full study hall periods a week. Tachistoscopes, pacers, and varied reading material were employed. Pretest and post-test comparisons indicated a growth of 3.8 years in one semester. Student evaluation of the program is included. The author concluded that subjectively evaluated gains may be as important as test gains.

DiBiasio, Anthony J., Jr. "A Developmental Reading Program," Clearing House, 36 (March 1962) 435-36.

A two-pronged high school developmental reading program, each section meeting three times a week for 10 weeks, is discussed. The first is an all-school program in which guidance in free reading was provided with adjusted materials for slow, average, and superior readers. The second is an instrument oriented program emphasizing speed, comprehension, study habits, and memory. A discussion of specific materials, procedures, and organization of the lessons are included.

McCracken, Robert A. "Beginning a Developmental Reading Class in Eighth Grade," Journal of Developmental Reading, 3 (Summer 1960) 280-82.

A teacher's schedule for the first 5 days of a developmental class for 32 eighth-grade pupils is detailed. After periods of initiation on Monday and Tuesday, the teacher administered informal silent reading tests at the sixth- and seventh-grade levels. Group oral reading was used to evaluate oral reading ability and levels. Thursday and Friday were used to arrange groups by reading and listening ability, and placement into one of the numerous library books borrowed for the program. Diagnosis continued to adjust for growth.

Wright, John. "High School Students in a College Reading Class," Journal of Reading, 9 (March 1966) 238-41. (E)

This article presents the nature and results of a voluntary noncredit college reading improvement course involving both college and high school students. The classes met three times a week for 8 weeks. The program utilized workbooks, textbooks, and mimeographed sheets chosen to meet individual pupil needs. Objective evaluation indicated that most significant gain occurred in rate improvement. There were no test score differences between the high school and college groups.

Section 3: Corrective-Remedial Programs

Battista, Thomas, Jr. "Reasons for Reading Improvement," National Association of Secondary School Principals Bulletin, 46 (March 1962) 117-19.

This program emphasized motivation in teaching retarded readers. The amount of reading required for various occupations of interest to seventh- and eighth-grade remedial readers was stressed. Reading matter for the program consisted of materials used by members of the desired occupations and driver's manuals. The author concluded that motivating retarded readers with material pertinent to their lives is most effective for teaching reading skills.

Cohn, Stella. "Organizing and Administering Public School Reading Clinics," Reading and Inquiry, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 224-26.

The Special Reading Service Program in New York City is described. Three thousand severely retarded readers are enrolled in a clinic staffed with reading teachers, psychologists, social workers, and other auxiliary personnel. The pupils are selected on multi criteria: 2 years retarded in reading as evidenced by standardized test scores, personal-social maladjustment, cooperative parental commitment, and average mental ability. Major emphasis is the reorientation of reluctant retarded readers to better reading habits and positive personal-social growth.

Conroy, Alice B. "Using the School Magazine with Retarded Readers," English Journal, 53 (November 1964) 624-26.

The author describes the use of a literary magazine containing poems, short stories, essays, and word games submitted and published by junior high school students as the supplementary text with eighth- and ninth-grade retarded readers whose standardized test scores fell 2 to 4 years below grade placement. The material was used to improve comprehension and appreciation skills in directed reading activities. It was also employed to teach writing techniques, poetry analysis, and general language arts skills.

Mingoia, Edwin. "Improving the Reading of Academically Untalented Students," English Journal, 49 (January 1962) 27-34.

The three phases of a program for improving reading for academically untalented students in junior and senior high school are depicted. The first section describes teaching procedures for guiding the reading

of a textbook chapter, phonics, and research skills on an individual basis. The second section lists and describes a variety of materials applicable to a remedial reading program. The article concludes with a discussion of administrative plans for helping poor readers.

Newman, Harold. "A Remedial Reading Program," High Points, 47 (January 1965) 31-40.

A remedial program for tenth-grade vocational high students is described and results are reported. Pupils reading below the sixth-grade level and recommended by the teacher, guidance counselor, or parent were grouped in five classes of 20 to 25 size. Each student attended classes for five 40-minute periods a week for the entire school year. The program involved the use of commercial material emphasizing phonetic, structural, and context analysis, diction, vocabulary, and oral reading. All subjects made gains exceeding normal progress. Social studies and English teachers reported, however, that 60 percent of the subjects remained inadequate in those subject areas.

Penty, Ruth C. "Remedial Reading Pays in Junior High School," Education, 81 (February 1961) 277-80.

A remedial reading program for students reading 2 or more years below MA and grade placement in seventh and eighth grade is examined. Groups of six students are dismissed from social studies and/or English classes to attend the 1-hour sessions twice a week. Teaching methods described in detail include Visual-Motor Approach (VAKT), New Castle Visual Method, and SQ3R. Statistical evaluation of the program is given.

Williams, Jack W. "High School Summer Reading Classes," California Journal of Secondary Education, 33 (March 1958) 141-42. (E)

An evaluation of a summer program of corrective reading for 88 high school youths heterogeneously grouped into three classes is made. One class used Science Research Associates Laboratories, the second used reading workbooks and supplementary materials, and the third used Reader's Digest and tachistoscope. The average gain per pupil was .7 years after 6 weeks of instruction. Specific gains and losses for each grade placement group are included.

Ellis, U. Berkley. "Developmental Reading in Junior High School," Journal of Developmental Reading, 6 (Autumn 1962) 41-49.

A content core oriented reading program in which pupils are grouped according to reading level, teacher judgment, achievement test scores, and intelligence tests scores is discussed. Seventh and eighth graders are assigned the same teacher for English, social studies, and reading, while the ninth-grade teachers combine only English and reading. Word recognition techniques, comprehension abilities, and basic study skills were emphasized. A chart of specific reading materials used for each ability level group is given. Recommendations are included for those desiring to initiate a similar developmental reading program.

Johnson, Gwen. "An Effective Secondary Level Program in Practical Reading for the Academically Disadvantaged," New Frontiers in College-Adult Reading. National Reading Conference Yearbook, 16 (1966) 203-09.

The author describes a content related "block" program for teaching corrective and remedial reading for ninth-grade pupils ranking lowest in overall reading achievement regardless of intelligence or potential. The program utilized one teacher for consecutive periods to teach (1) free reading, (2) English, (3) directed reading activities, and (4) social studies. The aim of the program was to remove the pressure of a normal classroom situation and allow for personal consideration of each student. Source materials for the program are included as well as the general benefits of the program for students and staff.

Reeves, Ruth. "An Experiment in Improving Reading in Junior High School," English Journal, 47 (January 1958) 15-20. (E)

A core design program which adjusted activities for below average readers, average ability readers, and above average readers is discussed. Content area teachers cooperated to combine reading instruction with subject matter material. Program arrangement included the first 6 weeks of instruction on mythology and folklore, the second 6 weeks of background in Colonial times, and the final 6 weeks of instruction with biographies of scientists. Topical library books on the three phases of the program were shelved by (reading) grade level. Test results showed gains for the three groups. Success of program was attributed to its organization and focus of concern on reading improvement.

Severson, Eileen E. "A Reading Program for High School Students," The Reading Teacher, 16 (November 1962) 103-06.

An all-school developmental reading program designed by a school reading committee composed of content area teachers including art, music, and physical education instructors is described. The program was incorporated in the basic curriculum, the English department being responsible for teaching the basic reading skills and vocabulary while the social studies and science departments being responsible for the teaching of study skills. Special classes were arranged for individual and small group instruction upon the request of the students. In addition, advanced study and reading skills classes were organized for college-bound students.

Shaw, Philip. "An Integrated Secondary English Curriculum Offering Reading Instruction," Vistas in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 11, Part 1 (1966) 171-76.

The author defines the principles and activities to be developed in an inservice course designed to integrate reading instruction with the English curriculum. The underlying purpose for such a program is to develop a strong pupil-teacher motivation for reading literature. Pragmatic suggestions for changing reading and instructional attitudes of teachers and students with reference to literary elements are included.

Smith, Richard J. "First Steps Toward an All-School Reading Program," Journal of Reading, 12 (April 1969) 569-74.

The goal of this program, as described in this article, was the teaching of reading in each content area as part of the regular curriculum. One thousand two hundred and fifty (10th-, 11th-, and 12th-grade) pupils received reading instruction in each content area class, individual help in the resource room supplied with 64 carrels, and/or small group help in a special seminar room. Described are the means by which the teachers and administration undertook individual research projects as a means of determining the needs of the students. The role of a specially trained reading person in organizing and conducting such a program is included.

Wurtz, Robert E. "An Effective Approach to Remedial Reading," National Association of Secondary School Principals Bulletin, 44 (February 1960) 115-17. (E)

An evaluation of a program combining reading and content subjects for 25 seventh graders whose IQ's ranged between 90-110, and whose retardation in reading was 1½ years or more below grade placement is made.

The program involved the integration of all subject areas to meet individual needs over a 2-year period. Although the groups continued to underachieve, the average pupil had gained a 3-year reading level in 1.9 years of school instruction.

Section 5: Individualized Programs

Beltrame, Irvin and Van Dyk, Howard. "The Hillsdale Plan: Solution, Salvation," Journal of Reading, 12 (December 1968) 224-28. (E)

An individualized high school reading program using 30 carrels equipped with controlled readers and tachistoscopes is described. Each of the 15-day, 56-minute units emphasized main ideas, speed, vocabulary, and reading for details through the use of multilevel materials (grade 1 through college). Five basic plans are outlined (one for each set of six carrels). The program is distributed to each student at the onset of the course. Each instructional unit involved basic instruction, an example, and the means of applying that skill. A detailed description of the strengths and weaknesses of the program is included.

Groff, Patrick. "Materials Needed for Individualization," Reading and Inquiry, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 156-59.

Two types of individualized reading programs for junior high school pupils are prescribed. The first is a free reading program in which pupils choose their own reading matter, work at their own rate, and set their own purposes. Sharing sessions are organized for the exchanging of ideas and thoughts. The second program involved the choice of reading material from a prepared list. The books concern topics dealing with a particular content area in order that the class have a structural framework. Lists of books and suggestions for each program are included.

Hegman, Marion. "Developmental Reading Laboratories," Journal of Developmental Reading, 6 (Autumn 1962) 65-68.

The article explains workings of a self-directed laboratory program with an environment conducive to individual pacing. It accommodated any student (grades 9 through 12) who felt the need for self-improvement. The varied materials available were designed to aid in the development of vocabulary, study skills, comprehension, etc. Passes issued to each participating student indicated the time and day of the scheduled lessons, the number of sessions based on individual need. Pupils remained in the program until they felt their own progress was sufficient.

Huettner, Otto and Hosmanek, John. "A Reading Program for the Superior Student," National Association of Secondary School Principals Bulletin, 41 (March 1957) 65-68.

This article describes the theoretical and pragmatic aspects of an elective course for superior students to promote proficient reading with broad and beneficial interests. A course emphasizing comprehension, application, evaluation, and speed of reading is outlined in 13 detailed steps applicable for grades 7 through 12. The program emphasizes initial evaluation of ability leading to individually prescribed programs to be completed at the student's own pace. Included is a detailed list of materials that can effectively be used with superior students.

Noall, Mabel S. "Mass Differentiated Skills Instruction in High School," Journal of Education, 142 (February 1961) 17-25.

A study is made of a program designed to provide individualized developmental instruction for eleventh- and twelfth-grade pupils. One hundred and fourteen students volunteered for 7 weeks, meeting 1 hour after school 3 times a week. The content emphasized speed; organization and study skills; vocabulary; and reading of maps, graphs, and charts. Most instruction relied on the individual's self-direction and evaluation of the progress. Science Research Associates College Prep Laboratory and other materials were color coded for individual needs and reading levels. Some groups were organized when a number of pupils revealed a similar weakness. Presession and post-session test comparison revealed significant gains in interpretation of social studies materials, vocabulary, and map, chart, and graph reading.

Walker, Jerry L. "Conducting an Individualized Reading Program in High School," Journal of Reading, 8 (April 1965) 291-95.

The article outlines the procedures for English teachers to follow in organizing and maintaining an individualized reading program at the high school level. Suggestions are offered for initial diagnosis of needs (formal and informal); planning a program encompassing literary skills, knowledges, and appreciations; directing assignments; keeping records; and final evaluation of work. A discussion of the role of the teacher in guiding and directing the program for most efficient use of teacher time is included.

Section 6: Laboratory Programs

Beacon, Ruth and Gillette, Lloyd. "The Eugene Reading Program," High School Journal, 39 (December 1955) 185-88.

These voluntary reading classes operate as extra curricular laboratory improvement courses. The students largely are limited to normal or above intellectual performance. Under the Oregon system, the cost of the excess cost program was underwritten by the State Department of Education. A broad range of reading skills is stressed. Particular attention is given to problems of study concentration. In this program students work out their own plan for improvement and are encouraged to experiment with skills development.

Brueckman, Elizabeth. "A Reading Laboratory," National Association of Secondary School Principals Bulletin, 47 (March 1963) 89-93.

This program emphasizes the student's acceptance of machines as aids for reading improvement rather than a substitute for learning. The program entails the increase of awareness and accuracy of comprehension, logic, rate, and survey in a 3-day per week course for college prep students. Each segment begins with preliminary group discussions; however, the body of the course is individually oriented with pupil self-evaluation and self-direction as goals. Materials and functions of coordinator are described.

Engelhardt, Reate M. "Speed Is Not a Naughty Word," Journal of Reading, 8 (April 1965) 330-31.

The author examines a developmental (rate and comprehension improvement) program organized for a 1-hour period each day for a full semester in a high school reading center. Each student used a variety of mechanical devices to improve speed while emphasizing adequate level comprehension. Comparison of test results at the beginning and end of a semester of instruction indicated an average increase on standardized rate test of 251 wpm to 360 wpm and an increase on the Shadowscope materials from 282 wpm to 619 wpm. Author felt adequate comprehension (75 percent average accuracy) was maintained.

Freed, Ruth. "Developing a High School Reading Lab," Journal of Secondary Education, 40 (November 1965) 303-09.

This article describes the nature and results of a multiple laboratory program for high school students. The three programs included a

remedial program for severe reading problems (lasting 1 semester to 1 full year), an improvement program (9 weeks) organized in regular English classes, and a developmental program (9 to 18 weeks) for superior junior and senior students. Pre- and post-reading testing at the beginning and end of 8 weeks indicated growth ranges had increased. Increases in silent reading and spelling also are reported. The article presents specific books and mechanical devices with their costs.

Gates, Karen. "A Readmobile Takes to the Road," Journal of Reading, 14 (November 1970) 89-93.

This is a descriptive-pictorial report on the nature of a remedial reading laboratory program which takes place in a converted truck, the Readmobile. This mobile lab serves a junior-senior high school as well as three elementary schools. Financed by Elementary and Secondary Education Act Title I funds, it provides individualized help to each pupil during study hall periods. Tests, materials, and instruction are briefly described. Views of the program at work are provided.

Marquis, Bettylle. "Developmental Reading--New Albany High School," Journal of Developmental Reading, 7 (Autumn 1963) 58-62.

This developmental reading program involved 700 sophomore, junior, and senior students assigned to a reading laboratory to replace one English class each week for two semesters (30 sessions). Each subject was assigned a booth containing a variety of commercial materials and machines for increasing comprehension and speed as well as improving vocabulary, critical reading ability, skimming and scanning techniques, and SQ3R study method. Evaluation produced mixed results: an average gain of 10 percent in comprehension, and an average gain of 71 percent in rate. A number of program recommendations are presented as result of a two-year evaluation.

North, Marie. "Measurable Gains Made by High School Students in a Developmental Reading Course," Journal of Developmental Reading, 5 (Spring 1962) 208-13.

A report is made of the measurable gains of students who participated in a developmental reading program offered as part of a regular English composition class for twelfth-grade students. Three hundred and sixty-eight students were divided into three groups of superior students and one group of slow students. The program, incorporating 27 55-minute periods in a reading lab, utilized pacers and films for improvement of speed, comprehension, flexibility, and study skills.

Growth in both reading rate and comprehension were appreciably above the median for the national norms. Low gains in vocabulary scores were attributed to each of progress by less able students.

Section 7: Disadvantaged Pupil Programs

Fry, Richard. "A Reading Program for a Job Corps Urban Center," New Frontiers in College Adult Reading. National Reading Conference Yearbook, 16 (1966) 76-82.

A 10-week remedial program that involved the integration of reading into regular language arts classes for high school drop-outs from lower socioeconomic levels with better than a grade-4 reading ability is described. The program emphasized (1) reading and writing ir practical situations (filing applications, etc.), (2) cloze technique using passages from vocational training manuals, (3) modified speed and comprehension lectures and drills, and (4) tachistoscopic exercises. Serviceable commercial materials for the program are listed.

Hess, Lettie and Hall, Robert L. "San Diego Unified School Districts Reading Demonstration Program for Disadvantaged Youth," Reading and Realism, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 13, Part 1 (1969) 302-17.

A multiphased program for 800 seventh- through ninth-grade disadvantaged youths as conducted is described. Results showed an increase in grade equivalents from a 3.20-6.10 range in September to a 4.90-7.50 range in January. The program emphasized word attack, sight vocabulary, motivation, comprehension, concept formation, and efficiency in reading. It was characterized by five phases: (1) parent counseling and adult instruction; (2) total immersion program for pupils retarded 4 or more years in reading; (3) diagnostic and corrective services designed to meet individual needs of children reading 3 or more years below grade placement; (4) total school program of inservice instruction for content area teachers; and (5) English as a second language with emphasis on language concepts.

Marani, S. Donald and Tivvis, Joseph. "A Successful Reading Program for the Disadvantaged," The Reading Teacher, 24 (October 1970) 39-41.

The attempts to improve reading scores and skills of seventh-grade students in an urban junior high school are described. The schema adopted features sequential skills development, individualized practice in specific skills, independent reading, grouping for effective

reading instruction and definite motivation. Personnel involved were the English teacher, the reading teacher, and a teacher aide. Classes met five times per week, three times for group instruction and twice for provision for individual needs. The mean scores on pretests and post-tests using the Gates Reading Survey Tests showed gains were sufficient (a mean of 1.0 for the group) to warrant continuation and extension of the program to grades 8 and 9.

McCormick, Ida; O'Rand, Barbara; and Carillo, Lawrence. "Improving the Reading Achievement Level in a Junior High School," Journal of Reading, 12 (May 1969) 627-33.

This is an evaluation of a reading program for 268 language disadvantaged seventh graders. Students reading on or above grade level were given foreign language training while those reading below grade level were grouped and given special reading help. Pupils were grouped according to reading grade and placed in appropriate level Macmillan reader. Students reading below fourth-grade level were taught in an experimental program of i.t.a. All students were instructed the first three periods of each day from September to May. Post-testing revealed a mean gain of 1.1 as compared with the annual mean gain for the previous 6 years of .6.

Netchinsky, Irving. "The Reading Improvement Program at the State University Urban Center in Brooklyn," Journal of Reading, 11 (February 1968) 362-66.

A total program designed to improve the reading skills of 40 disadvantaged high school graduates with a goal of college entrance or obtaining employment is presented. The reading portion of the program ran for 3 months, each group of 10 students meeting for three 50-minute periods a week. Skills in English, typing, and business areas were taught at other times of the day. Pretest and post-test comparisons revealed a mean vocabulary gain of 1.2 years, a mean comprehension gain of 2.0 years, and a total reading mean gain of 1.5 years at the conclusion of the program. Activities used to improve the reading skills (emphasizing vocabulary, comprehension, study skills, and rate and flexibility) are discussed.

Strang, Ruth. "Teaching Reading to the Culturally Disadvantaged in Secondary Schools," Journal of Reading, 10 (May 1967) 527-32.

An approach directed toward culturally deprived pupils with normal intelligence who are 3 or more years behind grade placement in reading is described. Stress is put on beginning instruction with materials

that have immediate meaning and purpose, such as driver's manual or recipes, and diagnosing while teaching. Methods and materials successfully used by disadvantaged youths in developing word recognition skills, increasing vocabulary, reading sentences, and improving oral language are succinctly described. Merits of keeping tangible records of progress, such as wall charts, and specifically rewarding desired behaviors are also emphasized.

Section 8: Special Emphasis Programs

Carroll, Hazel Horn. "Meeting the Reading Needs of Students Preparing for College Study," The Philosophical and Sociological Bases of Reading. National Reading Conference Yearbook, 15 (1965).

A reading improvement program for high school students enrolled in a college preparatory course is discussed. The fifty class hours were directed toward the skills and attitudes helpful in achieving success in college. Specific skills emphasis was on flexibility, comprehension, critical reading, vocabulary, SQ3R, summarizing, and listening. Suggestions for attitude change include techniques of self evaluation, development of independent interests, etc. A list of materials for skills improvement is included. Post-program evaluations showed general improvement.

Dobrin, Ruth. "The Massapequa Story: A Pre-College Reading Program," Journal of Developmental Reading, 4 (Spring 1961) 159-73.

A study technique approach to improve the performance of college bound students on competitive exams is described. The article includes detailed discussions of the mechanics of scheduling, the methods of vocabulary development and enrichment, the improvement of reading rate, the use of rapid reading techniques and skimming, the development of comprehension and interpretation skills, and the effective use of evaluation. Detailed lists of professional reference books as well as student materials for skill development are also included.

Johnson, Laura S. "The Newspaper: A New Textbook Every Day--Part I," Journal of Reading, 13 (November 1969) 107-12; "Part II," 13 (December 1969) 203-06.

The first article describes the use of a newspaper as the textbook for a Diagnostic and Remedial Learning Center. The newspaper, initiated in an attempt to provide nontextbook material to motivate reluctant underachievers, was used individually with 20 boys ranging in age from 16 through 19 years. The second article provides a survey of unique activities to teach reading skills plus an evaluation of the entire program.

Mersand, Joseph. "Reading for Superior Students in a Comprehensive High School," Reading Teacher, 16 (May 1963) 442-47.

The program for superior high school students that is described here attempts to develop reading habits in both scope and depth through the use of research papers. The article lists suitable literary works for superior students. A list of special texts for critical reading and sources for guiding questions is included with detailed examples of each for developmental lessons.

Sargent, Eileen. "College Reading Before College," Journal of Reading, 14 (November 1970) 83-88.

An elective course for juniors and seniors in advanced reading skills of rate, comprehension, study, and vocabulary development is described. It is part of a broader school emphasis on reading including content-teacher application and a reading clinic. The class meets 5 days per week for a semester. Workbooks rather than mechanical devices are stressed. Specific procedures and materials employed are discussed. Evaluation reveals improvement in all phases of reading skills, improved grades, higher college board scores, and positive reaction from former students now in college.

Stephen, Patricia. "Teaching Reading by Typing," Journal of Learning Disabilities, 1 (July 1968) 419-22.

A case study describing the use of the typewriter to teach reading to a 12-year-old nonreader is discussed. The subject was taught to type in 50-minute lessons a day for a 6-week period. In addition, Sullivan Programmed Readers were employed for 1 hour each afternoon. At the conclusion of the typing lessons, the youths had incidentally learned 50 sight words. The program continued for 6 months until the end of the school year. Testing at the beginning of the next school year evidenced retention of skills previously learned.

Part III--Descriptive-Comparative and Experimental Research

The annotations of 40 comparative or experimental studies of secondary reading programs or approaches published during the 1955-69 period are presented here. Sixteen of these are doctoral studies, and the locational data for Dissertation Abstracts are included in the abstract heading. The other studies largely appeared in professional reading journals. Generally speaking, the findings of the doctoral studies are consistent with similar types of studies published in professional journals, but they tend to be more rigorously designed and effected, more innovative and extensive, and their findings more specific and qualified.

For the most part, these studies fall into descriptive-growth, descriptive-comparative, or experimental approach patterns. The majority compared one or more experimental approaches to secondary reading instruction with a control group situation; 20 utilized junior high subjects and 20 were conducted at the senior high level. They represent a fair variety of secondary programs or approaches, but there were too few of some program subclassifications to make it useful to divide them beyond school levels. Indeed, some of the junior and senior high programs could be interchanged by level as far as organization or approach were concerned.

Although most of the studies were able to produce beneficial changes in reading, reading attitudes, and sometimes in academic transfer for the experimental subjects, the experimental subjects weren't always statistically superior to the controls. In those studies where the advantage clearly went to the experimental programs, certain conditions seemed to occur: (1) improvement was gained in specific skills, when definite and intensive instruction and practice were given to those skills; (2) specific skills and knowledges were more likely to improve than the total profile of reading behavior; (3) innovative and/or multiple teacher programs were more likely to produce satisfactory results if the teachers were experienced reading professionals, or if the teachers had close rapport and interaction with an experienced professional coordinating the innovative program; and (4) greater growth occurred when a sense of obtainable purpose or useful mission permeated the experimental staff.

Certain limitations typical of this type of research were noted: (1) too often, the program had not been shaken down through a pilot study; (2) frequently the programs were short in duration and may not have demonstrated full impact on growth; (3) detailed descriptions of subjects and instructional operations were infrequent; (4) relatively few employed a delayed follow-up to determine residual effects; (5) few studies carefully controlled for Hawthorne effect; and (6) some programs seemed rather arbitrarily laid-on to the regular curriculum. Of course, some of these are inherent limitations imposed by practical exigencies in the lives of doctoral students and teacher-researchers. By the same token, conditions possible under more normal try-out circumstances might

have produced better results for the type of program involved. It is significant that several researchers cited lack of teacher interest or empathy with the program as a suspected factor in absence of expected improvement.

Section 1: Junior High School Programs

Berkey, Sally. "A Successful High School Developmental Reading Program," Journal of Reading, 10 (April 1967) 442-47.

The effects of a required developmental reading laboratory program involving 600 ninth-grade students are evaluated. Homogeneously grouped classes met each day for 8 weeks in lab for group and individual instruction. A physical pre-exam was required. The first week of instruction involved a general orientation to the lab. After the intensive 8-week program, students returned to English class but spent one period each week for the remainder of the school year in the lab practicing the following skills: refinement of reading techniques and development of vocabulary, reading interests, independence, and differentiated attack to varying reading purposes. Pretesting and post-testing indicated an average gain of 1 full year at the end of the 8-week program. Follow-up evaluation indicated a total gain of 1.8 years in 10 months.

Castens, Anne C. A Comparison of Two Organizational Approaches to Reading Instruction for Below-Grade-Level Readers in a Seventh Grade. 158 p. (Ed.D., Rutgers University, 1963) Dissertation Abstracts, 24, No. 7, 2733. Order No. 64-1222, microfilm $2.75, xerography $7.40 from University Microfilms.

A matched pair study comparing the effect of an experimental organizational program consisting of the basic program plus three 20-minute periods of corrective reading instruction with the basic program alone which consisted of four 40-minute periods per week of developmental reading instruction is described. The subjects consisted of 19 pairs of seventh graders reading below grade level and equated for IQ, sex, chronological age, and reading achievement. Results showed no differences between the groups on reading test scores, grades, California Test of Personality, or on an interest inventory, but classroom teachers (nonreading) reported changes in favor of experimental subjects in classroom participation and attitude.

Cawley, John; Chaffin, J.; and Brunning, H. "An Evaluation of a Junior High School Reading Improvement Program," Journal of Reading, 9 (October 1965) 26-27.

This article compares progress in two developmental reading programs for two groups of junior high school pupils. Group A (N of 72) and Group B (N of 79), whose reading performance was adequate for grade placement, were divided into smaller groups (10-12) for 25 minutes of instruction each day from September to January. Groups A and B varied only in the type of commercial content used. Gain for Group A from September to May was 2.32 years; for Group B, gain was 2.43 years. Results indicate improvement can be noted in rate and comprehension if reading teachers concentrate efforts in these areas.

D'Annunzio, Anthony. An Investigation of the Effects of Three Different Reading Programs on Junior High School Students. 173 p. (Ed.D., Temple University, 1965) Dissertation Abstracts, 26, No. 3, 1473-74. Order No. 65-9475, microfilm $3.00, xerography $8.00 from University Microfilms.

An experimental study comparing Group 1 experience-type reading program with two control programs Group 2 (basal reader with investigator), and Group 3 (basal reader program with classroom teacher) is discussed. Subjects were matched for chronological age, reading grade, IQ, years in school, and sex, and were drawn from the entire seventh-grade population. Each group followed its program for one period per day for 8 months. The experience-type program emphasized (1) the formulation of questions, (2) field trips, (3) discussions, (4) directed reading activities, (5) individual experience-stories, (6) follow-up activities of a language usage nature, and (7) independent reading. Results revealed Group 1 (experimental) to be superior to Group 3 on all achievement and intelligence tests and significantly better than Group 2 on vocabulary reading and English usage.

Dirienzo, Angelo E. A Comparison of Seventh and Eighth Grade Pupil Achievement in a Basal and Non-Basal Reading Program. 162 p. (Ph.D., University of Connecticut, 1964) Dissertation Abstracts, 25, No. 8, 4491-92. Order No. 65-2703, microfilm $2.75, xerography $7.60 from University Microfilms.

The subjects in the study described consisted of 240 seventh- and eighth-grade pupils in one school system who were divided into eight instructional groups, four seventh and four eighth. Two seventh- and two eighth-grade groups formed the basal and nonbasal sections. The nonbasal program followed a teacher's guide of methods and activities. The subjects were pretested and post-tested for reading achievement, interests, and recreational reading habits. The experiment lasted one semester. The results indicate no significant differences in favor of either approach in growth of reading achievement, reading habits, or reading attitudes.

Friedman, Robert. A Comparison of Two Instructional Programs for Severely Retarded Readers at the Junior High School Level. 238 p. (Ph.D., University of Southern California, 1964) Dissertation Abstracts, 25, No. 9, 5110-11. Order No. 65-3103, microfilm $3.10, xerography $10.80 from University Microfilms.

The specific purpose of this study was to compare the relative effectiveness of the reading-for-pleasure program with that of the traditional skill-oriented program in producing changes in silent and oral reading ability, attitude toward reading, and self-concept. The reading-for-pleasure program consisted of group developed reading activities such as skits, experience stories, and class newspapers, in a round-table setting, with little participation, and no direct instruction in reading skills. The sample consisted of 116 students, retarded in reading at least 1½ years, and equally divided between seventh, eighth, and ninth grades. A second sample was formed of 22 pairs matched for sex, IQ, silent reading ability, and socioeconomic status. Results indicate no significant differences between the two programs for the 15 week study. Differences between matched pairs or between socioeconomic status were not significant.

Geszer, Austin and Santore, N. "A Comparison of Various Reading Improvement Approaches," Journal of Educational Research, 61 (February 1968) 267-72.

This study compares the effects of various mechanical rate building techniques and their lasting effects on ninth-grade pupils. The 114 subjects were divided into five groups: (1) controlled reader with left to right guided slot, (2) controlled reader with open or free slot, (3) shadowscope accelerator, (4) rateometer, and (5) clock timed reading. Each group utilized the same material adapted to their own mechanical device. The program involved 20 minutes of study hall time for 6 weeks. Results at the end of the program and a follow-up testing 1 year later indicated that all groups had made gains, but the controlled reading group (guided slot) was the only group to make significant gains in rate and retention of rate 1 year later.

Guernsey, James L. A Proposal for Teaching Reading in the East Islip Junior High School. 166 p. (Ed.D., Columbia University, 1968) Dissertation Abstracts, 29, No. 10, 3523-A. Order No. 69-6031, microfilm $3.00, xerography $7.80 from University Microfilms.

According to this study an analysis of the literature revealed no reports of school wide programs where all content teachers carry responsibility for reading instruction in their classrooms. Most programs reported reveal the common practice to consist of special reading classes. Strengths and weakness of both plans were analyzed, and a "synthesis" approach is recommended consisting of developmental reading

classes for all seventh graders, remedial classes for pupils with reading difficulties, and support for subject teachers to implement reading skills instruction in the content classroom.

Hall, Nacon and Waldo, G. P. "Remedial Reading for the Disadvantaged," Journal of Reading, 11 (November 1969) 81-92.

The subjects of this study were 251 seventh graders from eight inner city junior high schools. IQ's of subjects ranged from 65 to 140 and reading levels from 2.6 to 10.1. The subjects met for four 40-minute periods a week throughout the entire year. Materials for the program consisted of paperback books, Reader's Digest Skill Builders, Turner-Livingston Series, plus teacher made exercises to meet specific skill weaknesses. Pre- and post-reading test results were analyzed by IQ groups. Pupils in the highest IQ groups made the greatest progress. Next greatest gains were incurred by the lowest IQ group. Children in the lowest reading ability group made the greatest progress, whereas highest reading ability groups made the least. A breakdown of specific findings is presented.

Martens, Mary. "The Role of a Pacer in Improving Comprehension," Journal of Developmental Reading, 4 (Winter 1961) 135-39.

The growth in comprehension of two groups of seventh-, eighth-, and ninth-grade girls retarded in reading (reading achievement at least 1 year below mental grade placement) is evaluated. The program lasted for 20 weeks, each group of 24 pupils meeting twice weekly for 45 minutes. Similar reading material was used for each subject, groups differing only in the experimental group's use of pacers for one-third of each period. Precomprehension and post-comprehension testing indicated significant gains for both groups (2 years growth on one calendar year). Experimental group made more rapid gains during the program. Follow-up testing 6 months later revealed control group to be gaining on experimental. Comprehension gains were relatively permanent.

McDonald, Thomas and Nacke, P. "A Two Year Study of a Saturation Reading Program," Journal of Reading, 12 (March 1969) 461-66, 511-12.

The article reports the results of a multiple level reading program for 650 ninth-grade students. The Science Research Associates Laboratory-based program replaced study hall time for a 2-year period. Students were assigned to accelerator groups (high reading potential), developmental groups (average or slightly below grade potential), corrective groups (below reading potential), and clinical groups (functional disorders in reading). Analysis of periodic testing indicated

that grade-9 mean performance increased from below the national norm in September to comparable average national norm in January, and exceeded norm in May. In general, improvement was greater in the first semester than the second, and greater gains were made in the second year than in the first. Specific results in comprehension and speed for each group are included.

Nasman, John. "A Study of a Reading Improvement Program in the Junior High School," Elementary English, 43 (April 1966) 383.

Two experimental 6-week programs involving seventh, eighth, and ninth graders guided by reading specialists in cooperation with the language arts teachers are reported. The programs utilized commercial materials and devices to improve reading skills. The first experimental program compared 188 students receiving reading instruction by a special reading teacher with a group of 186 students receiving no help. Testing took place at the end of the 6 weeks, after 6 months, and after 7½ months. A significant growth in reading was made by experimental group after the 6-week program. A significant loss of gain occurred by the end of the next 6 months. A significant delayed gain was observed at 7.5 months, but it did not equal immediate growth. The second study utilized 1,127 seventh, eighth, and ninth graders enrolled in the special reading program. Students were divided according to grade level, scholastic aptitude, sex, and morning or afternoon instruction. Results of post-testing revealed greater gains made by ninth graders as compared with seventh and eighth graders; no significant differences were found between aptitude groups, sex differences, or morning and afternoon instruction.

Rasmussen, Glen and Dunne, Hope. "A Longitudinal Evaluation of a Junior High School Corrective Reading Program," Reading Teacher, 16 (November 1962) 95-101.

This well-designed study analyzes the effectiveness of the seventh-grade corrective reading program (IQ's of 90 or above and reading 1 or more years below reading norm) as compared with (1) a control group of seventh-grade students receiving no special reading instruction and (2) a matched pair group. The subjects divided into four groups of 25 each. The goals of the program were the improvement of study skills and critical thinking. Results of post-testing at the end of 1 year showed no significant improvement in any of the groups. However, a follow-up of pupils in the corrective group for 5 years indicated a significant decrease in drop-out rate and lower rate of school retardation.

Summers, Edward G. An Evaluation of Reading Growth and Retention Under Two Plans of Organization for Seventh Grade Developmental Reading.

320 p. (Ph.D., University of Minnesota, 1963) Dissertation Abstracts, 25, No. 4, 2386-87. Order No. 64-7282, microfilm $4.10, xerography $14.40 from University Microfilms.

This study evaluated a seventh-grade developmental reading program effected through 20 social studies-English classes in a junior high school located in a suburban, high socioeconomic area. Two scheduling patterns were compared: one semester classes receiving five instructional periods per week with whole year classes receiving three instructional periods per week. Both groups used an 87-unit curriculum and were taught by teachers relatively inexperienced in reading but assisted by a trained reading supervisor. A study of the retention of skills plus an analysis of differential success by sex and intellectual ability was included. The results revealed significant improvement for both scheduling patterns with some greater improvement by the whole year group on speed of reading. Females achieved greater improvement than males, and the middle intelligence range (mean IQ of 118) greater improvement than high and low IQ groups, although some limitation of test ceiling hindered assessment of the top intelligence segment. The one semester group not only maintained but improved vocabulary and level of comprehension scores.

Underwood, William J. An Experiment in Teaching Developmental Reading in the Union High School at Mexico, Missouri. 22 p. (Ed.D., University of Missouri, 1956) Dissertation Abstracts, 16, No. 11, 2110. Order No. 56-3349, microfilm $2.90 from University Microfilms.

This was an experimental method study which compared the effect of an experimental program in developmental reading instruction with a control program in developmental reading at the eighth-grade level. Statistical comparison of results were made for the 158 N experimental population with the 166 N control population. In addition, comparisons were made for a matched group of 124 on five areas of measured reading ability and for amount of voluntary reading, for boys with girls, and for upper segment language intelligence with lower. Partial results include: (1) that both programs produced significant gains in all areas of reading ability; (2) that the experimental program was highly effective in stimulating voluntary reading; (3) that the experimental program was statistically superior in rate improvement gains but not in vocabulary, comprehension, and word attack skills; and (4) no significant differences were noted in the sex or intelligence levels comparisons. (See also, the Ramsey study.)

Walker, Frederic R. "Evaluation of Three Methods of Teaching Reading, Seventh Grade," Journal of Educational Research, 54 (May 1961) 356-58.

A comparison is made of comprehension and vocabulary growth of three seventh-grade developmental reading programs. The 86 pupils were

randomly divided into three groups: (1) an experimental group emphasizing only each individual pupil's deficient skills; (2) a Science Research Associates (SRA) Lab group completing all lab activities whether or not they are needed; and (3) a control group utilizing seventh-grade reading textbooks and accompanying workbooks. The sessions ran for one period a day (45 minutes) for 6 weeks during January and February. Results of pre- and post-reading testing indicated that vocabulary and comprehension growth were greatest among the poorest readers. Although all groups demonstrated progress, the SRA group demonstrated the most consistent progress made by all students and used least amount of teacher time.

Warren, M. B. "Massapequa Junior High School Reading Program," Journal of Developmental Reading, 5 (Summer 1962) 245-54.

This study analyzes the effects of a controlled reading program at the junior high school level. The sample consisted of two groups of 25 "B" track students matched on their similarity of reading abilities. The program involved three periods of instruction and perceptual training via the EDL Tach-X and EDL Controlled Reader. The control group received similar instruction via a hand tachistoscope and book-type materials. Class procedures included perceptual training, vocabulary development, comprehension quizzes, and discussions. Test results indicated a significant difference in rate and total grade equivalent scores between the two groups favoring the instrument group. A spring semester follow-up study revealed continued growth in reading skills.

Williams, Fred S. A Study to Determine the Placement and Evaluation of a Developmental Reading Program in the Eighth Grade of the LaMarque, Texas Junior High School. 138 p. (Ed.D., University of Houston, 1964) Dissertation Abstracts, 26, No. 3, 1439-40. Order No. 65-9180, microfilm $3.00, xerography $6.60 from University Microfilms.

The intent of the study was to compare two procedures in organizing an eighth-grade reading program. Five classes (basal group) followed the state adopted basal reader and literature book plus adopted supplementary materials. Five classes (developmental class group) used pacing machines and controlled readers in addition to the state adopted basal reader and literature book. Study was conducted for 2 years with a total of 428 pupils. No significant differences were noted between the two approaches nor between the interchange of programs. Students at the lower levels of proficiency benefited more from the developmental program than the higher reading level students. Successive classes in the two programs made gains. Classroom teachers could expedite either program, although some have aptitudes which lend themselves to the developmental pattern.

Yanuzzi, Joan R. An Experimental Study of the Effectiveness of a Course in Learning-to-Learn. 237 p. (Ph.D., Cornell University, 1967) Dissertation Abstracts, 28, No. 6, 2079-80-A. Order No. 67-16,381, microfilm $3.10, xerography $10.80 from University Microfilms.

This study examined the comparative effects of 20 hours of instruction in a learning-to-learn program with ninth graders during a 4-week summer span. The design called for two groups of learning-to-learn, one group of study skills instruction, and a control group receiving no instruction. The learning-to-learn program emphasized training in comprehension skills, memory improvement, analytical and searching attitudes, and error suppression. The results indicated that the learning-to-learn students produced significant transfer to critical thinking and numerical problem solving. No effects were observed in verbal reasoning, academic achievement, and affective variables.

Zepp, George D. The Improvement of Reading and Reading-Study Skills in Grades Seven and Eight Through English, History, Geography, and Science. 320 p. (Ed.D., University of Maryland, 1963) Dissertation Abstracts, 26, No. 1, 218. Order No. 64-6360, microfilm $4.10, xerography $14.40 from University Microfilms.

An investigation of the impact of teaching reading and reading-study skills through content area instruction upon achievement in silent reading, work-study skills, and content subjects is made. The method included monthly planning sessions with the cooperating content area teachers for a period of 1 year. Results indicated that 54 percent of students increased in silent reading, 33 percent reflected no change, and 13 percent regressed. Improvement was greater in work-study skills and in science and social studies achievement. Researcher concluded that the aid of a curriculum director and inservice education programs can help content area teachers to develop student reading skills while developing content area learnings.

Section 2: Senior High School Programs

Adams, Royce W. "Turning a Dumping Ground into an Effective Reading Program," Journal of Reading, 8 (May 1965) 396-401.

The article reports pretesting, post-testing, and follow-up testing results of a machine oriented remedial reading program incorporated in high school English classes. The sample consisted of 22 students who had an IQ of 90 or better, grade level score on arithmetic tests, and were reading 2 or more years below grade. Class instruction involved the use of Science Research Associates Lab, Tach-X, and the controlled reader. Each student was given counseling to explain strengths and

weaknesses in individual abilities and remove the "dumping ground" attitude. Results at the end of the first year revealed gains from 1.1 to 4.3 years. Testing at the end of the following year indicated an average growth of 1.88 years in 8 months. Materials and procedures for instruction are included.

Bish, Charles E. "An Experiment in Reading Improvement," Bulletin of the National Association of Secondary School Principals, 36 (January 1952) 89-96.

An experimental 9-week reading program for average and above average readers in twelfth grade designed to improve visual accuracy and reading efficiency is reported. The experimental group (24 pupils) used a tachistoscope for one-half of the period and an accelerator for the second half. Pre-, post-, and follow-up testing indicated significant growth in speed of reading (slight loss reported in follow-up testing), a slight loss in comprehension, a significant increase in vocabulary, and a significant growth in total reading ability. Descriptions of material and equipment used are included. The conclusion was drawn that rate improvement is positively related to personal stability but has little relationship to intelligence.

Craig, Jimmie M. Relationship Between Change in Attitudes of Disadvantaged Pupils Toward Reading and the Involvement of Their Parents in a Reading Program. 264 p. (Ph.D., U.S. International University, 1968) Dissertation Abstracts, 29, No. 6, 1777-A. Order No. 68-14,755, microfilm $3.40, xerography $11.95 from University Microfilms.

The effect of parent participation in reading improvement classes or in a series of counseling conferences upon changes in attitude of 184 high school students was investigated. The Attitude Toward Reading Q-Sort Test was administered before and after the experimental program. Students whose parents were involved in the counseling conferences tended to make greater positive direction change than those whose parents attended reading improvement classes. However, the group of students whose parents were not involved in the reading program showed more positive change than those whose parents were involved. The attitude changes were related to reading growth on standardized tests.

Glock, Marvin and Millman, J. "Evaluation of a Study-Skills Program for Above-Average High School Pupils," Journal of Developmental Reading, 7 (Summer 1964) 282-89.

The article reports an assignment of the immediate and long term effectiveness of an instructional program designed to help 82 above-average high school juniors acquire skill in reading, writing, listening,

and study techniques. Pupils in the control group attended regular classes for the entire fall term. Pupils in the experimental group met in regular English classes 3 days a week and spent 2 days participating in a study skills program to develop reading, vocabulary, listening, and note-taking ability. The results of pretesting and post-testing indicated immediate gains in study habits for the experimental group at the end of the course. The reported gains were not evident in follow-up testing at the end of the college freshman year.

Gold, Lawrence. A Comparative Study of Group and Individualized Reading Instruction with High School Students: An Evaluation of the Effectiveness of Group and of Individualized Reading Instruction for the Improvement of Reading Achievement and Personality Adjustment of Tenth Grade Students. 147 p. (Ph.D., New York University, 1963) Dissertation Abstracts, 25, No. 2, 1042-43. Order No. 64-6554, microfilm $2.75, xerography $7.00 from University Microfilms.

The purpose of the study was to investigate the influence of the two approaches upon the reading achievement, personal adjustment, and self-perceived reading needs of tenth-grade underachievers scoring in the lowest quartile in reading. The subjects were divided into two groups of 20 pupils each. The groups were equated for reading achievement, personality adjustment, and intelligence. Each group received 20 sessions of instruction over a period of 3 months; twice-weekly as determined by the available study periods of the subjects. There were no significant differences between the two groups on total reading, reading vocabulary, or reading comprehension. Differences in reading rate improvement favored the group instruction subjects. No differences were observed in personality adjustment between the two groups. Both groups improved in reading and personal adjustment to school settings. No general personal adjustment improvement was noted.

Jackson, Joanne and Dizney, Henry. "Intensive Vocabulary Training," Journal of Developmental Reading, 6 (Summer 1963) 221-29.

An evaluation is made in this article of an intensive vocabulary program upon reading achievement of a group of twelfth-grade, college preparatory English students, and to compare any changes in reading skills evidenced by them with an equated group who received no training. The experimental group was assigned to intensive vocabulary training (Harbrace Vocabulary Workshop) for 35 50-minute periods. The control group received no vocabulary work in addition to their regular classroom instruction. Pretesting and post-testing comparisons indicated a significant gain in vocabulary for the experimental group. Great variation within the group indicated that the training was more beneficial to some students than to others. Because the experimental group failed to register significant gains in comprehension and speed,

it was believed that the enriched background and maturity received in the regular English classes were relatively more important than vocabulary gains.

Laffey, James. "Effect of a Short Term Summer Reading and Study Skills Course on College Bound Disadvantaged Students," Multidisciplinary Aspects of College-Adult Reading. National Reading Conference Yearbook, 18 (1968) 142-48.

A 6-week summer program is evaluated to determine its effectiveness in improving vocabulary, comprehension and rate, study skills, and reading interests of disadvantaged youths wishing to enter college or acquire employment. The program involved eleventh and twelfth graders divided into small groups for 13 2-hour sessions. Pretesting and posttesting revealed nonsignificant gains in comprehension, vocabulary, and total test scores. Significant gains were recorded in speed and reading efficiency. Specific material and instructional procedures used for each skill are explained.

Leavell, Ullin and Wilson, Grace. "Guiding Free Reading vs. Other Methods in High School English," Peabody Journal of Education, 33 (March 1956) 272-80.

The author presents the nature and results of three reading approaches for 290 high school sophomores enrolled in 12 English classes. Each of the groups were subdivided according to high or average ability. The direct approach group completed assignments based on individual reading needs; free reading group read library books and shared reading experiences in small groups; and the prescribed course of study group (control) were instructed with short units in fiction, nonfiction, drama, etc. End of the semester testing indicated that the direct approach group had the highest percentage of members making gains while the free reading and prescribed course of study groups ranked second and third respectively. Average IQ students appeared to make more significant improvement than did the higher IQ groups. Statistical gains and losses for each group are provided.

Livingston, Howard. "An Investigation of the Effect of Instruction in General Semantics on Critical Reading Ability," California Journal of Educational Research, 16 (March 1965) 93-95.

An analysis is made of the gains in critical reading made by a group of students who received instruction in general semantics compared with a similar group of students who did not. Six tenth-grade English classes taught by three teachers were used. Each teacher taught

one experimental and one control group. The experimental class received instruction for two full periods a week for 5 weeks in selected principles and techniques of general semantics. Pretesting and post-testing with the Watson-Glazer Critical Thinking Appraisal indicated a significant gain in critical reading skills for the experimental group at the .01 level of confidence.

Martin, Marion; Schuyhart, K.; and Wetzel, R. "Teaching Motivation in a High School Reading Program," Journal of Reading, 11 (November 1967) 111-21.

The authors set forth principles and results of a "token reinforcement" approach in high school remedial classes for disadvantaged youths. The subjects included 95 students divided into six groups meeting three periods a day for 1 full year. Token reinforcement was used with three experimental groups. The programs for both control and experimental classes consisted of reading and writing, class discussions, and individual work with the teacher. The experimental groups were given points for selective behaviors completed or avoided, the point value of such behaviors being charted each day. No significant difference in reading improvement was reported between experimental and control groups. However, pragmatic differences in motivation were reported for students involved in the experimental groups.

Newman, Harold. A Follow-Up Study of Remedial Reading Classes in a Vocational High School. 179 p. (Ed.D., Columbia University, 1964) Dissertation Abstracts, 26, No. 4, 2082. Order No. 65-2292, microfilm $3.00, xerography $8.20 from University Microfilms.

The study reports interviews and reading achievement tests that were administered to 33 high school graduates and 34 dropouts who had participated in remedial reading classes in a vocational high school. Most graduates and dropouts reported more positive attitude toward others and greater self-confidence after remediation. Graduates reported improvement in textbook comprehension and grades but dropouts did not. None were now seeking additional help. Dropouts' employment opportunities were adversely affected by reading problems and work attitudes. Much of present reading of these former students was superficial and unselective. Recommendations were made for more inclusive and intensive school program in which remedial reading was but part of attack on student learning problems.

Noall, Mabel S. "Reading Skills: Self-Directed Individualized vs. Uniform Class Instruction," Journal of Education, 142 (February 1961) 27-31.

Grades 7 to college freshman level students were involved in this report of a comparative study of reading growth of individual and group instructional programs. Two comparable groups of 25 students each met in 2-hour sessions, 4 days a week in the summer. A variety of materials including books, workbooks, and machines were used. Teachers were rotated for discussion and preparation of materials. Post-testing after 30 hours of work revealed similar growths for both groups. However, class observation indicated that such factors as group rapport and number of books read were greater for the uniform instruction group while the self-directive group appeared more able to direct their own work.

Pallone, Nathaniel. "Effects of Short- and Long-Term Developmental Reading Courses Upon S.A.T. Verbal Scores," The Personnel and Guidance Journal, 39 (April 1961) 654-57.

A study undertaken to evaluate the effects of short and long term developmental reading courses on boys with above average intelligence is reported. The short program involved 20 students in a one-term program (6 weeks, 90 minutes a day) emphasizing basic techniques, speed, critical reading, and verbal analogies. These subjects were included in a sample of 100 students in a two-term program emphasizing reading efficiency and using workbooks, Science Research Associates Lab, films, and accelerators. Scholastic Aptitude Test and college board scores for both groups showed significant growth. Greater mean improvement was made by those involved in both programs.

Ramsey, Wallace Z. An Experiment in Developmental Reading in Eleventh Grade English Classes in Mexico, Missouri High School. 258 p. (Ed.D., University of Missouri, 1956) Dissertation Abstracts, 16, No. 12, 2409. Order No. 56-3827, microfilm $3.35 from University Microfilms.

The purpose of the study was to determine the effectiveness of a special developmental reading program carried on by regular English teachers in regular eleventh-grade English classes. The experimental program involved 120 minutes of reading instruction in an experimental literature class. A control group of 78 pupils not receiving instruction was compared to the 425 experimental group on IQ, sex, and initial reading scores. Comparison with the control group results were inconclusive. The experimental program did produce significant growth in all areas of reading achievement. No significant differences were observed for sex and intelligence differences.

Sandefur, Joseph T. A Study of the Scholastic and Social Implications of Remedial Reading Classes in Selected Senior High Schools. 128 p. (Ed.D., Indiana University, 1958) Dissertation Abstracts, 19, No. 8,

1977-78. Order No. 59-83, microfilm $2.00, xerography $6.20 from University Microfilms.

A total sample of 231 students from five schools with reading grade levels below 8.9 were divided into experimental and control groups reported in this study. The experimental group received a school year of remedial program instruction utilizing a variety of reading skills workbooks and supplementary reading of a high interest-low vocabulary difficulty nature. Comparisons were made for pretesting and post-testing differences in reading, intelligence, and personality and for school attendance, dropout rate, and academic grades. The results produced a number of conclusions. Remedial students made significant improvement in reading in comparison to the controls; this improvement was greater for comprehension than for vocabulary. Control group dropouts were significantly larger than the remedial. A definite relationship was established between reading problems and intelligence deficiency and personality deficiency. Reading and social adjustment are more closely related than reading and personal adjustment. Daily school attendance was not significantly related to the other factors studied. Remedial training did not decrease personal and social maladjustment as measured, but reading ability was related to school attitude.

Schaeffer, Richard and Schaeffer, Joan. A Secondary Remedial Reading Program Based on Principles of Reinforcement Theory. (Final Report, U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, June 1969) ED 033 019.

The report describes a secondary remedial reading program developed to use operant conditioning techniques with the following major objectives: (1) to train the students to decode words systematically; (2) to develop the students' verbal repertoire; (3) to improve reading comprehension; and (4) to shape scholarly attitudes and behaviors. Fifty first- and second-year high school students were divided into two sections, based upon word attack proficiency. For 5 hours a week they received laboratory instruction which included verbal training sessions, guided comprehension practice, vocabulary emission taped and written sessions, and recreational reading. Pretesting and post-testing showed a higher mean score of students in the experimental group than that of a matched control group. Tables and references are included.

Summers, Edward G. "Evaluation of Reading Gains in a Secondary School Reading Program," Reading Teacher, 17 (January 1964) 255-59.

The article reports on a program for 151 heterogeneously grouped sophomores and seniors in developmental and corrective classes designed to improve speed, comprehension, study skills, flexibility, vocabulary, and interest. Students were scheduled for individual and small group

instruction in the reading laboratory for 6 weeks time (16 hours) taken from their regular English class. Novels, worksheets, and shadowscopes were assigned according to individual needs. Corrective and remedial cases received instruction in a one-to-one basis. Pre- and post reading test scores indicated a significant growth in speed, vocabulary, and comprehension for all ability groups.

Thornton, M. "Two High School Reading Improvement Programs," Journal of Developmental Reading, 3 (Winter 1960) 115-22.

Both programs in this study involved college bound students of above average mental ability and average reading ability. The programs utilized the Science Research Associates reading accelerator, Witty's How to Become a Better Reader, and Robinson's Effective Study. In the first program, 40 senior students attended classes for five 50-minute periods each week for 16 weeks. The experimental group was statistically compared with a control group receiving no special reading instruction. Post-test results indicated significant growth in rate for the experimental, but lower scores in vocabulary and comprehension. Author questioned the advantages of this program. The second program involved 50 comparable junior and senior students in an 8-week summer program which met 5 days a week. Emphasis was placed on skill development rather than rate improvement. Pre- and post-test comparisons on the Survey Section of the Diagnostic Reading Test revealed statistically significant growth in rate, comprehension, and vocabulary.

Verry, Dana H. The Effect of a Twenty-Hour Reading Program with the Controlled Reader on Selective Office Practice Skills. 137 p. (Ph.D., University of Pittsburgh, 1962) Dissertation Abstracts, 24, No. 5, 1947. Order No. 63-6384, microfilm $2.75, xerography $6.60 from University Microfilms.

The influence of 20 lessons in reading utilizing the Controlled Reader and its related materials upon secretarial skills and grades of senior high school girls in secretarial and general business classes was assessed by means of the National Business Entrance Test and selected reading tests. In comparison to the control group, the experimental groups were superior in measures of central location and sums, filing ability, use of the calculator, spelling, reading speed, and in semester grades.

Wilson, Grace E. The Comparative Value of Different Types of Developmental Reading Programs at Tenth Grade Level. 182 p. (Ed.D., University of Virginia, 1955) Dissertation Abstracts, 16, No. 4, 694. Order No. 56-1085, microfilm $2.28 from University Microfilms.

Twelve sophomore English classes were divided into six comparative groups in this study of reading programs. Similar elements for all groups were comprised of literature and comprehension units of the regular curriculum. The six group approaches differed in the type of supplementary reading attention given: (1) 50 sessions of tachistoscopic work, (2) 50 sessions of reading accelerator practice, (3) 50 sessions of combined tachistoscopic and acceleratory practice, (4) reading skills workbooks and other nonmechanical practice, (5) guided free reading, and (6) one-minute weekly drills with easy material for speed and vocabulary development. Initial and final standardized test scores were compared for the 270 subjects and subjected to analysis of covariance. Improvement was gained by all groups. Normal range IQ students gained more than superior. Acceleratory practice produced significant gain in rate, but the tachistoscope did not. Guided free reading compared favorably with other approaches, except in the areas of rate and vocabulary.

Part IV--Authoritative Discussion of Secondary Programs

The books, chapters, articles, and brochures annotated in this section consider general patterns, characteristics, and problems of secondary reading programs. Often they are representative of authoritative analyses of planned secondary reading activity. A number of summaries of reviews of research and literature pertinent to secondary reading are included. Selective preference was given to those sources appearing during the 1960's and which are broadly available to most professionals. No single comprehensive source on the high school reading program was located, but collectively these 30 sources provide a good sampling of professional thought on this topic.

Although a number of the sources listed treat broader aspects of secondary reading, the summaries were restricted primarily to those segments which deal with the organization and structure of the secondary program. Brief abstracts seldom can capture all of the essentials of the original source, and some of the sources treated in this section were quite extensive in their comment. For these, we felt it wiser to limit the abstract to an identification of the general topics or arguments treated by the source. Those interested in the bibliographies and summaries of research pertinent to the broad area of secondary reading may find it useful to refer to those major sources employed in compiling this bibliography which are listed in the introduction.

Artley, A. Sterl. Trends and Practices in Secondary Reading. (Newark, Delaware: International Reading Association, 1968) 131 p.

A selective review of the literature and research of the last decade pertinent to the secondary school reader and reading instruction is made. Part 3 concentrates upon studies pertinent to programs of reading instruction and includes consideration of survey findings, organizational patterns, program evaluation as well as to specific program patterns for the content area, the able student, and the handicapped reader. See also: A Companion Bibliography, ERIC/CRIER Reading Review Series, Bibliography 25, March 1970, which includes abstracts of all studies reviewed by Artley plus others published after 1967.

Bamman, Henry; Hogan, Ursula; and Greene, Charles. Reading Instruction in the Secondary Schools. (New York, New York: Logmans, Green and Company, 1961) 266 p.

This text presents concise treatment of numerous facets of reading development at upper grade levels. Chapters 2, 3, and 14 treat problems and operations related to the development of secondary reading programs.

Bliesmer, Emery P. "Organizational Patterns and Materials in Secondary Reading Programs," Combining Research Results and Good Practice, Mildred Agnes Dawson, Ed. International Reading Association Conference Proceedings, 11, Part 2 (1966) 47-53.

A review is made of the literature appearing in 15 journals during the period extending from January 1960 through December 1965. The particular focus of the review was a report of research concerning secondary reading programs and related instructional materials. Only one report of research was located which dealt primarily with materials, although many program descriptions included references to materials used. Of the 37 articles located, very few met rigorous standards of research. However, a number presented specific program evaluations in terms of pupil skill progress. In general, this summary reflects the wide variety which exists in secondary reading programs and practices.

Carlson, Eleanor. "Sound Principles for Individualizing a High School Reading Class," Reading and Inquiry, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 160-63.

The following areas are recommended by the author for consideration when planning an individualized reading program: (1) possible approaches to individualized instruction, e.g., student selection of reading material or a commercially prepared, multilevel program; (2) influences of the particular situation that affect reading instruction, e.g., cost, pupil-teacher ratio, and wide range of differences in any class; and (3) evaluation of the various approaches in terms of these influences to determine the most effective method.

Cooke, Dorothy. "Techniques of Organization," Reading and Inquiry, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 133-35.

The article describes a number of unique secondary reading programs including several approaches to junior and senior high school remedial reading. One program involves the use of a reading clinic on wheels which serves the needs of several school districts. Equipped with classrooms, carrels, and guided by specialists, it provides instruction and diagnosis for severely retarded readers, inservice instruction, and a research source. Other programs described include a team teaching program for developing thinking, reading, and writing skills; an articulated program in literature combined with general English classes; and a reading program housed to provide 35 different reading classes for retarded readers.

Dawson, Mildred A., Ed. Developing High School Reading Programs. (Newark, Delaware: International Reading Association, 1967) 180 p.

Presents a compilation of articles drawn from The Reading Teacher, Journal of Reading, and the published Proceedings of the conventions. Each of the articles deals with practical aspects of secondary reading, and most provide information highly pertinent to the secondary reading program itself. The volume is divided into six major sections: Nature of a Developmental Reading Program, Initiating a High School Reading Program, Organization of a Reading Program, The Reading Curriculum, Procedures and Techniques, and Corrective and Remedial Aspects.

Devine, Thomas. "What Does Research in Reading Reveal About Materials for Teaching Reading," English Journal, 58 (September 1969) 847-53.

This article takes the position that teaching materials are a key component of the reading program. Content treats range of materials now available, effective use of materials, and research findings. The limited amount of research on effectiveness of materials of instruction is noted.

Diederich, Paul B. "What Does Research in Reading Reveal About Evaluation in Reading," English Journal, 58 (September 1969) 853-69.

A largely nontechnical account of ways upper-grade teachers of reading can discover and report the progress and difficulties of their students is presented. Attention is given to problems in evaluation of reading growth which have been overlooked. Segments treat comprehension tests, diagnosis, and independent reading. Evaluation plays a vital role in program development.

Early, M., Ed. Reading Instruction in Secondary Schools. (Newark, Delaware: International Reading Association, 1964) 149 p.

Number 2 in the International Reading Association Perspectives in Reading Series, while somewhat dated, includes a number of articles which may be of interest to those working in secondary reading programs. The following are quite pertinent: Implementing a Developmental Program (Artley), Organizing for Reading Instruction (Simpson), and Evaluating the Secondary School Reading Program (Johnson).

Early, Margaret J. "What Does Research in Reading Reveal About Successful Reading Programs," English Journal, 58 (April 1969) 534-47.

An insightful analysis of research pertinent to secondary reading programs is made. Particular emphasis is placed upon developments since 1957. Included are a number of references to specific programs, program patterns, and trends, as well as critical comment on the limited state of research.

Entwisle, Doris. "Evaluations of Study-Skills Courses: A Review," Journal of Educational Research, 53 (1960) 243-51.

This article summarizes 22 study skills programs that appear in the literature. The evaluations are charted by the kind of students involved, criteria level, baseline used, methods used to correct for bias, and performance, both immediate and follow-up. Separate treatment is given for voluntary and nonvoluntary programs. Among the conclusions were that: (1) general improvement was made in all study skills programs; (2) in high school, those of average ability profit most; (3) motivation is an influential component; and (4) gains noted will not necessarily be related to either the content or duration of the course.

Fay, Leo C. "Reading in the High School," What Research Says to the Reading Teacher II. (Washington, D.C.: American Research Association of the National Education Association, 1956) 33 p. ED 033 827.

Organizational procedures and principles underlying a high school reading program are presented. The proposed developmental reading program involves creating positive attitudes toward reading and directing growth in vocabulary, word form mastery, all phases of comprehension and interpretation, reading speed, and oral reading. Practical application of reading skills in the content areas is stressed, and the need for total teacher involvement in the reading program is pointed out. Suggestions for appropriate remedial reading services are listed. Special emphasis is placed on evaluation of the total reading program and on the need for preparation of reading teachers. References are included.

Hill, Walter R. "Characteristics of Secondary Reading: 1940-70," National Reading Conference Yearbook, 20 (1971).

Part 1 traces the major developments in the emergence of organized secondary reading activity in the United States. Part 2 critically analyzes the prevailing characteristics of secondary programs and the factors associated with those characteristics.

Hill, Walter R. High School Reading Programs. An Annotated Bibliography. (Newark, Delaware: International Reading Association, 1965).

The annotated review of sources appearing during the 1955-64 period treats basic and unique patterns in secondary reading programs. A revision will appear in 1971.

Karlin, Robert. Teaching Reading in High School. (Indianapolis, Indiana: Bobbs-Merrill Company, 1964) 436 p.

This textbook provides a broad survey of the reading situation at the secondary level. Part 3 provides an earnest consideration of the reading program itself. Chapter 14, particularly, presents useful information concerning the general organization of secondary reading programs including a number of examples of such programs.

Marksheffel, Ned D. Better Reading in the Secondary School; Principles and Procedures for Teachers. (New York: The Ronald Press Company, 1966) 272 p.

This textbook, a general source for training in secondary reading, stresses the functions of the teacher. However, Chapter 6, A Developmental Reading Program, provides a broad but useful treatment of the organization and administration of secondary reading programs.

McCullough, Constance. "What Does Research in Reading Reveal About Practices in Teaching Reading," English Journal, 58 (May 1969) 688-707.

This article focuses upon promising developments in the teaching of secondary reading since 1957. Content is organized by specific instructional elements of the reading process from word recognition through the use of ideas.

National Conference on Research in English. What We Know About High School Reading, Agnella Gunn, Ed. (Champaign, Illinois: National Council of Teachers of English, 1969) 106 p.

National Conference on Research in English papers from March through September 1969 copies of the English Journal are cited by author in this section. This publication includes eight papers summarizing research in reading pertinent to high school students and programs.

National Society for the Study of Education. Development in and Through Reading, The Sixtieth Yearbook, Part I. (Chicago: University of Chicago Press, 1961) 406 p.

The following two chapters provide slightly dated but insightful commentary on reading instruction and programs at the secondary level: Chapter 17 by William D. Sheldon, Reading Instruction in Junior High School, and Chapter 18 by Guy Bond and Stanley Kegler, Reading in Senior High School.

Olson, A. V. "Organizing the Secondary Reading Program," Reading Improvement, 3 (Winter 1966) 33-38.

Succinct advice on initiating and operating a developmental reading program through grade 8 and special programs for pupils with deficiencies are included. Sections on inservice work and use of tests are also included.

Penty, Ruth C. Reading Ability and High School Drop-Outs. (New York: Columbia University, Teachers College, Bureau of Publications, 1956) 93 p.

This study provides valuable data concerning serious reading problems at the secondary level and the challenge of meeting them. Part 4 describes the reading program and procedures employed in the study. Anticipated are many of the problems of the secondary student with reading problems which gained prominence in the 1960's and for which many secondary schools currently fail to make needed adjustments.

Robinson, H. Alan and Rauch, S., Eds. Corrective Reading in the High School Classroom. (Newark, Delaware: International Reading Association, 1966) 135 p.

This sixth volume in the International Reading Association's Perspectives in Reading Series was compiled for the high school teacher who must cope with student reading problems in subject areas. While the major concern is classroom reading procedures of a developmental-corrective nature, the volume carries implications for secondary reading program built around the functions of the content teacher. The chapters on principles and procedures, the role of the reading consultant, and administrative problems provide information pertinent to the organization of this type of program.

Robinson, H. Alan and Rauch, S. Guiding the Reading Program. (Chicago: Science Research Associates, 1965) 120 p.

A practical guide for the reading consultant which includes specific and wide ranging facets of the total program, developmental and remedial, is presented. Particular emphasis is placed upon the relationships of the consultant with the community and fellow professionals.

Robinson, H. Alan, et al. "High School Reading," Journal of Developmental Reading, 3 (Winter 1960) 94-105, et seq.

These reviews survey the literature on the role of reading in the high school. The commentary summarizes general trends observed in the previous years' publications. The bibliography of each review includes articles and books not mentioned in the summary. The nature and function of the reading program receives prominent treatment in these reviews.

Schubert, Delwyn G. "Initiating a School Reading Program," Reading Improvement, (Spring 1966) 66-68.

A succinct treatment of the recommended elements and processes for getting the secondary reading program underway is made. Particular emphasis is placed upon the significance of local leadership, faculty motivation and involvement, the faculty reading committee, the consultant, inservice training, and professional resource centers.

Simpson, Elizabeth A. Helping High-School Students Read Better. (Chicago: Science Research Associates, Inc., 1954) 146 p.

Part 2 of this resource on secondary reading instruction contains eight examples of high school reading programs in action.

Stewart, L. J.; Heller, F.; and Alberty, E. Improving Reading in the Junior High School. (New York: Appleton-Century-Crofts, Inc., 1957) 67 p.

This monograph describes the cooperative efforts of the core teacher and the librarian in the development of a broad reading program. Chapters 2 and 4 report on the program organization and specific operations for a particular unit.

Strang, Ruth and Bracken, Dorothy. Making Better Readers. (Boston: D. C. Heath and Co., 1957) 367 p.

Chapters 4 and 6 of this practical source on teaching reading at the secondary level consider the structure and administration of the reading program.

Strang, Ruth; McCullough, Constance; and Traxler, Arthur. The Improvement of Reading. (New York: McGraw-Hill Book Co., Inc., 1961) 480 p.

This is an authoritative consideration of the broad scope of reading development as encountered at the secondary level. Parts 1, 3, and 4 contain numerous chapters which relate specifically to program organization and operation.

Summers, Edward G. "International Reading Association Conference Proceedings Reports on Secondary Reading, 1," ERIC/CRIER Reading Review Series. (Bloomington, Indiana: 1967) ED 013 185.

A listing and brief annotation is made of 180 papers on secondary reading presented at the International Reading Association 1960 to 1966. Divided into major sections of junior and senior high, the subsections treat 12 different facets of secondary reading including sections on the reading program, personnel, grouping, the disadvantaged, and content area reading.

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Bibliography 3, International Reading Association Conference Proceedings Reports on Secondary Reading. September 1967.
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